

A wide-angle photograph of the Golden Gate Bridge in San Francisco, California. The bridge's iconic orange-red towers and suspension cables are prominent against a clear blue sky with light clouds. The bridge spans the Golden Gate Strait, with the San Francisco city skyline visible in the background across the water.

LÍNGUA INGLESA

Volume 01





LÍNGUA

INGLESA Volume 01

Frente A

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LÍNGUA INGLESA MÓDULO FRENTE
01 A Basic Review and Reading

Technique

VERB TO BE

O verbo *to be* equivale aos verbos ‘ser’ e ‘estar’ em português.

Usa-se o verbo *to be*:

- Para identificar e descrever pessoas e objetos.

Exemplos:

– *I **am** from Brazil.* – *They **are** John and Liz.* – *He **is** a teacher.*

- Nas expressões de tempo, idade e lugar.

Exemplos:

– *It **is** hot today.* – *Mike **is** seven years old.* – *We **are** in Los Angeles.*

- Para informar as horas.

Exemplos:

– It's eleven-oh-five. – It's half past nine. – It's seven o'clock.

VERB TO BE

Simple Present Simple Past

**Affirmative Negative Interrogative Affirmative
Negative Interrogative**

I am. I am not. Am I? I was. I was not. Was I?

He is. He is not. Is he? He was. He was not. Was he?

Singular

She is. She is not. Is she? She was. She was not. Was she?

It is. It is not. Is it? It was. It was not. Was it?

We are. We are not. Are we? We were. We were not. Were we?

You are.* You are not. Are you? You were. You were not. Were you?

Plural

They are. They are not. Are they? They were. They were not. Were they?

*O pronome *you* é, ao mesmo tempo, uma forma singular e uma forma plural, podendo significar “você” ou “vocês”. Como

nos dois casos a forma do verbo *to be* que o acompanha é *are*, colocamos *you* como fazendo parte do plural do verbo *to be* na explicação gramatical.

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CHECK IT OUT C C

A famosa frase ***Ser ou não ser: eis a questão*** (no original, *To be or not to be: that is the question*) vem da peça *Hamlet*, de William Shakespeare. Encontra-se no *Ato III, Cena I* e é frequentemente usada com

um fundo filosófico profundo. Sem dúvida alguma, é uma das mais famosas frases da literatura mundial. Na imaginação popular, a fala é pronunciada por Hamlet segurando uma caveira, embora as duas ações estejam longe uma da outra no texto da peça.

Editoria de arte Disponível em: <http://pt.wikipedia.org/wiki/ser_ou_n%c3%a3o_ser>.



Acesso em: 29 set. 2010.

Contractions Exemplos:

– *My father works in a hospital. **He's** a doctor.*

O verbo *to be* é, com frequência, utilizado em sua

forma abreviada, a contração, tanto no presente quanto – *They **aren't** teachers. **They're** lawyers.*

no passado. Para formar a contração, basta juntar duas – *The movie I watched **wasn't** very good.*

palavras, substituindo a primeira vogal da segunda palavra **Other forms of the verb to be** por um apóstrofo ('). Observe como se dá essa formação

comparando o quadro da página anterior com o seguinte: Como ocorre com qualquer outro verbo, podemos utilizar

o verbo *to be* em outros tempos verbais. Algumas das

Simple Present formas são:

Affirmative Negative

will be (Simple Future), would be (Conditional),

I'm I'm not/* have/has been (Present Perfect), can be
(Modal

Verbs), should be (Modal Verbs), etc.

He's He's not / He isn't

She's She's not / She isn't **VERB THERE**
TO BE

Singular



It's It's not / It isn't



Para expressar a existência de algo, em inglês, utilizamos



We're We're not / We aren't o verbo *there to be*, que signifi ca 'haver' ou 'existir' em



português. Podemos utilizá-lo em todos os tempos verbais.



You're You're not / You aren't



Plural Algumas formas:



They're They're not / They aren't



Affirmative



Simple Past



Simple Present Simple

Present Past Future

Affirmative Negative

I wasn't There will be **Plural Singular**
There is There was

There are There were

He wasn't

Negative

Singular She wasn't **Simple Present Simple**

Present Past Future

It wasn't

There is not There was not

We weren't (There isn't) **Singular**

(There wasn't) There will not

Plural There are not (There won't not **Plural** You weren't There were be

* Não há forma contraída para **am** + **not**. They weren't (There be) (There aren't) weren't)

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Basic Review and Reading Technique

Exemplos: C) She was very *clever*.

– _____ ***There is a teacher in the class.***

D) Both brothers are short.

– ***There was a student here yesterday.***

– ***There were people studying in the class yesterday.*** E)
Lucy is angry at you.

– *There will be a man waiting for me at the airport*

tomorrow. F) He and she were good friends.

– _____ *There are many soccer players at the stadium*

now. 03. make questions to the corresponding answers.

A) _____

CHECK IT OUT No, I'm not single.

Em português, é comum utilizarmos o verbo B)

TER com sentido de existência no discurso Yes, they are Brazilian. oral. Porém, em inglês, não é correto utilizar

have (ter) com esse sentido. Para isso, temos C)

there to be. Yes, we're students.

Exemplo: ***Have*** a car here. (incorreto) D)

There is a car here. (correto)

No, I wasn't at home last night.

E) _____

No, they weren't at college in the morning.

PRONOUN IT F) _____

Yes, she was very angry with her boyfriend.

O pronome *it* ocupa a posição de sujeito na frase que,
em **LÍNGUA INGLESA**

português, não teria sujeito. **04. COMPIETE** the sentences
with *it* or *there*.

A) _____ is cloudy now.

Exemplos:

B) _____ are many people at the hall of the hotel.

– *It is ten o'clock.*

C) _____ is almost nine o'clock.

– *It is hot in here.* D) _____ are several beautiful girls in our
English

– class. *It is a long way to your house.*

E) _____ is hard to learn English in a short time.

– *It is difficult to learn Chinese.*

F) _____ is warm in this room now.

CONSOLIDATION I G) _____ were two guys
waiting for you at the

counter.

01. H) _____ are good moments in life. **COMpLETE** the sentences
with the verb to be.

A) She _____ a teacher. **05.** As frases a seguir foram
extraídas de uma conversa

B) I _____ a student. telefônica. Ordene-as de modo que seja
formado um

C) They _____ Robert and Paul. diálogo coerente.

Em seguida, assinale a alternativa que contém a ordem

D) We _____ friends.

CORRETa das falas.

E) They _____ animals.



02. Change the following sentences from affirmative to



negative.

A) They are in the classroom now.

B) We were at the *concert* last week.

XCS

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1) I am pregnant. Palavras

cognatas 2) Yes, what is it?

São palavras cuja raiz é a mesma em português, inglês

3) Hello, I would like to talk to Mike. ou qualquer outra língua.

4) Is he at home? **Exemplos:** 5) I don't believe it! ☐☐☐

function = inglês

6) It is true, honey.

Funktion = alemão

7) Hi. It is Mike speaking. *função* = português ☐☐☐

8) Who is that? *technical* = inglês 9) Fine, thanks. *Technische* = alemão 10) Well Mike, how have you been? *técnico* = português 11) It's Candice. Essas palavras são de extrema utilidade para

12) Yes, of course, I do remember you.
compreendermos textos em língua inglesa, visto que inúmeros vocábulos desse idioma têm origem latina, o que 13) I must tell you something, Mike. faz com que eles se pareçam com o português; entretanto,

14) You are my ex-wife. é necessário fi car atento para não fazer analogias entre

palavras que, embora se assemelhem na grafi a,
possuem

15) Don't you remember me?

significados diferentes em seus respectivos idiomas –
os

A) 15, 14, 13, 12, 11, 10, 9, 8, 7, 5, 6, 4, 1, 2, 3. chamados
“falsos cognatos”.

B) 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 15, 13. **Exemplos:**

C) 7, 3, 2, 1, 5, 6, 8, 9, 10, 11, 12, 14, 13, 15, 4. – *to pretend* = fingir

D) 2, 8, 6, 5, 7, 9, 11, 13, 15, 10, 12, 4, 1, 3, 14. – *lunch* = almoço
E) 3, 4, 7, 8, 11, 15, 12, 14, 10, 9, 13, 2, 1, 5, 6. – *parents* = pais

– *fabric* = tecido

READING TECHNIQUE Palavras cristalinas

São palavras cujo significado já conhecemos; muitas
vezes

são de uso comum, o que incorpora seu significado ao
nosso



repertório ou mesmo ao nosso idioma.

Exemplos: *love; show; expert; know-how; shampoo; feedback.*

Palavras nebulosas

São palavras cujo significado o aluno não sabe, mas
pode
vir a deduzi-lo através do contexto do parágrafo.

^{XC} Reading strategy_s

Assumption: É a estratégia que pode ser usada para



predizer o conteúdo do texto antes mesmo de lê-lo. Para isso, • **uso do conhecimento anterior** → a reconstrução é preciso estar atento ao título, às ilustrações (se houver) e de textos é sempre influenciada pelo conhecimento à diagramação do texto. anterior, tanto da língua materna como da língua



pontos mais importantes, como: **Skimming: to skim** = ler rapidamente, observando os estrangeira. A experiência de vida do aluno também exerce grande influência na compreensão de textos.



a) Palavras repetidas • **Uso da informação não verbal** → consiste em



B) Palavras cognatas ilustrações, gráficos, tabelas e

dicas tipográficas para fazer uso de toda informação não verbal, como



C) (negrito, itálico, aspas, sublinhado) para ajudar Palavras cristalinas na reconstrução de textos.



D) Palavras nebulosas



• **Uso da informação verbal** → consiste em



Scanning: to *scan* = examinar. reconstruir o texto fazendo uso de todos os elementos verbais oferecidos pelo autor.



localizar informações específicas no texto, como

nomes Ao usarmos essa técnica, devemos, de maneira geral, • **O uso de palavras cognatas** → um dos recursos que temos para desenvolver vocabulário e facilitar próprios, datas, números, etc. Essa técnica pode nos ajudar a reconstrução de textos. Os falsos cognatos são a compreender melhor textos em inglês. em número muito menor do que os verdadeiros.



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Basic Review and Reading Technique

Estrutura das frases em inglês 01. Find

the meaning of the words in bold in the text.

Perestroika: _____



Cosque: _____



Subject + Verb + Objects and / or Other
Complements

Cogar: _____

A estrutura das frases em inglês é muito mais clara do
Bilosco: _____

que em português. Inversões e omissões de sujeito são
Noctel: _____

Em inglês, a ordem das palavras é praticamente fixa.
Poucas regras: _____ permitidas no
português, inclusive enriquecem a linguagem.

inversões são permitidas e o sujeito deve estar sempre
Muy: _____

presente na frase. Quando ele não existir, o *It* ou o
There Casceras: _____

to be ocupam o espaço do mesmo.

Traperas: _____

Ao ler em inglês, deve-se ter em mente que: Nabada:

Hala: _____



• Todas as frases têm um verbo. Palataio: _____ •

O sujeito em inglês é explícito e formado por

Perestroitamos: _____



substantivos, pronomes ou estruturas nominais



Babusca: _____



(um conjunto formado de substantivo + palavras



que possam modificá-lo). Craticula: _____

- Cornelos: _____ Normalmente, as frases têm objetos (diretos



ou indiretos) e / ou outros complementos como Ronelos: _____



adjuntos adverbiais de tempo, lugar, modo, etc. Pea: _____

- Da mesma forma que o sujeito, tanto os adjuntos



adverbiais quanto os objetos podem ser formados **02.**

(UFMG–2010 / 2ª etapa) The fragments below were taken **por** substantivos, pronomes ou estruturas



nominais. from the text “English on the World Wide Web”:



1. for researchers and professionals to publish in

CONSOLIDATION II English

2. these percentages and the increasing use of English as

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When you are reading an essay, you don't need to understand a lingua franca in other spheres, English web content

every single word. But you can guess it in the context. may continue to dominate

3. if first-language speakers are compared



4. for the amount of web content in English

5. reflect which language they regularly employ when

using the web

6. regardless of country of origin

PuT the fragments back where each one belongs by

filling the blanks with the numbers above. The first one

has been filled in as an example.

Uma **perestroita** muito bacana

English on the World Wide Web

Ano passado, fiz a **perestroita** dos meus sonhos.

Fazia



muito calor e a **hala** estava cheia. Minha **nabada** estava



linda e o **cosque** brilhava. Curtimos a manhã inteira lá e,

depois, como estávamos com fome, fomos **cogar** no melhor



palataio da cidade.



À tarde encontramos um **bilosco** e saímos a curtir



as principais **traperas** e **perestroitamos** pelo litoral



maravilhoso. Ao voltarmos para o **noctel** entramos na **babusca** e nos deleitamos até à noite. Minha **nabada** estava

linda e a **babusca** nos relaxava devido à temperatura da água. English is the predominant language on the World Wide

Foi a **perestroita** dos meus sonhos. Sempre vamos nos Web, both with respect to content and to the number

ramar pois tiramos muitas fotos. A **craticula** da **muy** of English-language web users. This article details **nabada** disse que estava feliz **pea** sua fi lha e gostaria de statistics of Internet linguistic patterns and their impact. fazer uma **perestroita** como essa um dia. **muy cornelos** da

escola não acreditaram e quando mostrei as fotos, **morreram** In considering which languages dominate, two statistics

de **casceras**. Eu e minha **nabada** nos divertimos a **valer** e are considered: the fi rst language of the users and the

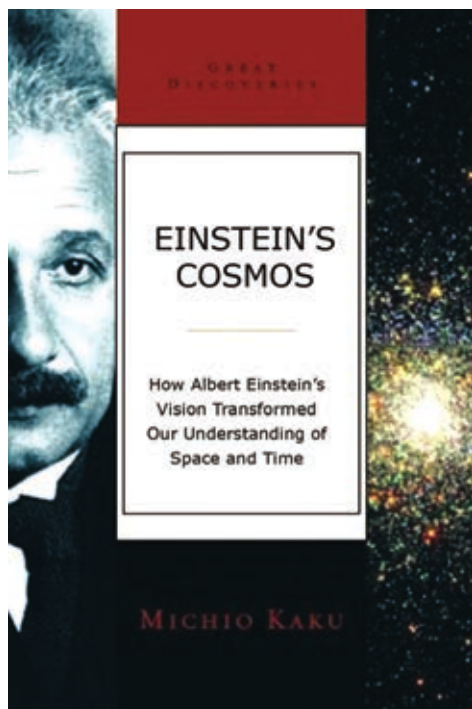
nunca vou esquecer os **ronelos** e **traperas** em que **estivemos**. language of actual material posted on the web.

English speakers TEXT I

Web user percentages usually focus on raw comparisons

of the first language of those who access the web. The first UFMG language of a user does not necessarily 5 .

Native speakers Einstein's mental chalkboard
English-language users appear to be a plurality of web



users, consistently cited as around one-third of the overall (near one billion). This lead may be eroding due mainly to a rapid increase of Chinese users, which broadly parallels China's advance on other economic fronts. In fact, _____, Chinese ought, in time, to outstrip English

by a wide margin (837 + million for Mandarin Chinese, 370 + million for English).

World Wide Web content

One widely quoted figure _____ is 80%. Other sources show figures five to fifteen points lower, though still well over 50%. There are two notable facts about these percentages:

The English web content is greater than the number of first-language English users by as much as 2 to 1. Given _____.

In fact, this continued dominance may happen even as English first-language Internet users reproduçãoR decline. This is a classic positive feedback loop: new Albert Einstein's image is everywhere, adorning

Internet users find it helpful to learn English and employ posters in college dorms, advertisements on the Web,

it on-line, thus reinforcing the language's prestige and T-shirts and coffee mugs. *Time* magazine pointed him

forcing subsequent new users to learn English as well. Person of the Century, and just about anyone can cite

Certain other factors (some predating the medium's his most famous equation. For all this brand recognition,

appearance) have propelled English into a majority though, it's safe to say that comparatively few people

tendency _____ to ensure maximum exposure. The describe. In *Einstein's Cosmos: How Albert Einstein's Vision Transformed Our Understanding of Space and* largest database of medical bibliographical information, web-content position. Most notable in this regard is the know what Einstein's theories of relativity actually

for example, shows English was the majority language

and accomplished science writer Michio Kaku skims

choice for the past forty years and its share has

continually increased over the same period. The fact great scientist's life – topics exhaustively covered in through the biographical and anecdotal details of the

that non-Anglophones regularly publish in English only Einstein's numerous biographies – and focuses instead

reinforces the language's dominance. English has the on how he thought. richest technical vocabulary of any language (largely

More specifically, Kaku explores the visual metaphors

because native and non-native speakers alike use it

to communicate technical ideas), and so many IT and theories of relativity. In doing so, Kaku enables the Einstein used while devising the special and general

technical professionals use English _____. reader to see and think as Einstein **did**_[1], leading us to

a simpler, more complete understanding of several of

Available at:

Internet > (Adapted).

GREGORY MONE.

Access on: June 15th, 2009.

Popular Science, May, 2004.

PROPOSED EXERCISES 01. The author of this text is

01. A) Michio Kaku. (UNITAU-SP) Assinale a alternativa que corresponde

ao verbo que tem duas formas distintas para pessoas B) Albert Einstein. diferentes no passado simples. C) Gregory Mone. A) To have. C) To go. E) To be. D) Popular Science. B) To do. D) To become.

02. The book reviewed concentrates mostly on the

02. (Mackenzie-SP) The question to the answer “He’s tall and scientist’s

thin.” would be: A) thinking processes. A) What’s he like? D) What does he seem? B) life and achievement. B) What is he look like? E) What is his description? C) metaphorical theories. C) How’s he? D) visual relativity.

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Basic Review and Reading Technique

03. The word **did**_[1] refers to **03.** De acordo com o texto, os primeiros casos da

A) see and think. Grã-Bretanha confirmados de terem contraído a gripe suína foram B) do and enable. A) três jogadores. D) doze pessoas. C) explore and devise. B) três ingleses. E) cinco passageiros.

D) use and lead. C) dois escoceses.

TEXT II 04. Segundo o texto,

A) cinco homens próximos a Iain e Dawn ficaram tossindo

UFTM-MG-2009 e espirrando durante o voo.

B) confirmou-se apenas um caso de gripe suína entre

The first case of human-to-human transmission in os passageiros do voo de Cancun. Britain of the swine flu virus could be confirmed today, C) Pacitti e Iain estiveram no mesmo voo de Cancun a

as dozens more people are tested across the world. Birmingham. Graeme Pacitti, 24, who came into contact with the D) Iain e Dawn conversaram com vários passageiros

Scottish couple who were the first confirmed cases earlier durante a viagem.

this week of the H1N1 virus in Britain, is also a “probable” E) Pacitti está em quarentena e adoeceu após uma

case and is having further tests, the Scottish government viagem ao México. said.

Doctors also diagnosed three new infections in England, TEXT III bringing the British total to eight confirmed cases, the

Department of Health said. Two of the cases are in London

Unimontes-MG-2008 and one in Newcastle. All are said to be responding well

to treatment.

Earlier, the Chief Medical Officer said that Britain would **Good for the Heart?** see “many more cases” of swine flu, although he predicted

that most people would recover. In total, 230 possible cases are being investigated in Britain.

Mr. Pacitti, an NHS worker, was put in quarantine when

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he fell ill after a night out with his football team, which included Iain Askham, 27, who was discharged from the hospital with his wife, Dawn, yesterday after recovering from the virus. The Askhams were the first British people xcs to be confirmed with swine flu after they picked up the virus on their honeymoon in Mexico.

They said last night they thought they had become

infected on their flight back to Britain because five men That's the conclusion of a recent study that claims that sitting close to them on their flight from Cancún to Women who drank more than three cups of coffee a day were caffeine can have positive effects on one's coronary health. Birmingham had been coughing and sneezing throughout seven to nine percent less likely to have high blood pressure the journey. than those abstaining from caffeine.

Available at:

health/article6202053.ece > *SPEAK UP*, São Paulo: Editora Peixes, ano XIX, n. 228,

01. May, 2006, p. 45 - with adaptations.

In the first paragraph, the word *as* in the passage –

[...] *as dozens more people are tested across the world.*

01. De acordo com o texto, a pesquisa defende que – can be **CORRECTly** replaced by

A) o café faz bem somente às mulheres.

A) *however*. B) o café faz bem ao coração. B) *though*. C) o café deve ser evitado por quem tem pressão alta. C) *whereas*. D) o café deve ser tomado em, no máximo, três xícaras D) *while*. diárias. E) *because*.

02. O trecho do quarto parágrafo – [...] 230 *possible* A) a pesquisa constatou que as mulheres que não faziam *cases are being investigated* [...] – pode ser reescrito **02.** Segundo o texto, pode-se afirmar que

uso de café apresentaram pressão normal.

CORRETA **Então** como

B) a pesquisa foi realizada com mulheres que faziam uso

A) *they have investigated 230 possible cases*. de café e com aquelas que não o usavam. B) *230 possible cases are investigated*. C) a pesquisa apontou motivos relevantes para que as

C) *they investigate 230 possible cases*. pessoas se abstenham de cafeína. D) *230 possible cases are investigating*. D) a pesquisa lançou dúvidas sobre o fato de o café fazer

E) *they are investigating 230 possible cases*. bem à saúde.

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TEXT IV 06. The mother doesn't need to be concerned for her daughter's safety because the boy

UFMG A) appears very persistent. B) has done nothing abnormal. **Pursued daughter**

Question: C) is out of the ordinary.

D) seems to be very ordinary.

by a boy who phones several times a day, leaves notes and E) threatened her daughter. My 16-year-old daughter is being aggressively pursued

little gifts at our door, and follows her around at school.

[2] **07.** “[...] He’s likely to continue [...]” means *I only vaguely know his parents. She says she can handle* A) he certainly won’t continue. *it, but I’m becoming concerned for her safety. Should I stay out of this matter?* B) he likes to continue. **answer:** C) he might continue to like her. From what you’ve told me, this young man seems to be D) he will probably continue. doing the sort of things a boy could be expected to do to E) he ought to continue.

he hasn’t threatened her^[1] Joyce thinks the daughter should talk to the boy to tell him **08.** win a young lady. Though he certainly seems persistent,

or done anything really out of

the ordinary, so I don’t think you need to be concerned A) about her own feelings. for your daughter’s safety. Whether your daughter likes B) that he has a chance. the attention – or the boy – is another question. Talk to C) her mother is concerned. her to make sure she has let this boy know exactly how

D) she
likes his
attention.

thinks he might have a chance, he’s likely to continue^[2] E) to stop pursuing her. she feels; she owes him that courtesy (as long as he his pursuit of her). Otherwise, respect your daughter’s

request that you stay out of the situation. **ENEM**
EXERCISES

01. A mother writes to Joyce Brothers because

A) a boy wants to hurt her daughter's feelings. Texto para as questões **01** e **02** B) her daughter has problems with young boys.

Another view on Plagiarism:

C) she is worried about her daughter's security.

The main disadvantage of doing it

D) strange notes were left at her front door.

E) the boy's parents want to know her daughter. *Despite being forbidden by law, plagiarism*

02. *arises everywhere.* The mother does not know whether she should

B) interfere in her daughter's problems. especially in the academic area. Texts (MARTIN, 1994) have treated the problem broadly, talking about ways to C) make the boy stop phoning every day. A) go out with her daughter's boyfriend. It has turned into a problem, which plagues our society

prevent it and how to teach our students to avoid doing

D) open the little gifts left at the door. it. But another view must be approached: who students

E) tell the boy's parents about his notes. think they are cheating? We, as teachers, must sign the

03. disadvantages of plagiarism to our students. The girl's mother

Nowadays life's fast pace along with our necessities are

A) feels angry with her daughter's attitude.

turning time into the most precious thing in our lives, but

B) is worried about the boy's attitude. we can't use the lack of it as an excuse. When college

C) knows the boy's parents very well. students use "sentences and structures from an author

D) seems irritated by the boy's aggression. exactly as they were presented without quotations marks",

E) wants to talk to the boy's parents. they are not only doing something wrong, but they are

04. In Joyce Brother's opinion, the boy was just as reading and producing an academic text; processes also missing the chance of learning, and skipping steps

A) asking his girlfriend to stay away. that are extremely necessary to form a professional in

B) avoiding being considered impolite. his/her plenitude. C) doing what his parents asked him to. So if students are cheating themselves, they are missing

D) looking for a pretty girl to play with. a unique opportunity to broaden their cognitive horizons,

E) trying to attract the girl's attention. **moreover** they are deceiving society. We can conclude that the main disadvantage of plagiarism strikes society

05. "Though he certainly seems persistent, he hasn't in all areas, because we, ordinary citizens, are being

threatened her [...] [1]" means obliged to deal with professionals getting out of college

A) he hasn't threatened her because he seems persistent. without the necessary formation. B) he hasn't threatened her, so he seems persistent. Sergio d'Assumpção

C) he seems persistent but he hasn't threatened her. MARTIN, Brian. Plagiarism: a misplaced emphasis.

D) he seems persistent or he wouldn't have threatened her. *Journal of Information Ethics*, vol. 3, n. 2, Fall 1994, p. 36-47,

E) he wouldn't be persistent if he didn't threaten her. with minor

10 Coleção Estudo

Basic Review and Reading Technique

01. According to the text, we can state that the disadvantages

HAVING FUN

of plagiarism affect

A) only ordinary citizens that are being deceived. **Get to know the numbers** B) both society in general and the students. **Cardinal numbers Ordinal numbers** C) neither college students nor ordinary citizens. 1 – one 1st – first D) either society in general or the students. 2 – two 2nd – second

E) teachers and professors in the academic area. 3 – three 3rd – third

02. 4 – four 4th – fourth The word “moreover” in boldface in the text conveys the

idea of 5 – five 5th – fifth

A) addition. 6 – six 6th – sixth

B) contrast. 7 – seven 7th – seventh

C) consequence. th 8 – eight 8 – eighth

D) purpose. th 9 – nine 9 – ninth E) cause.

10 – ten 10th – tenth

Texto para as questões **03** e **04** 11 – eleven 11th – eleventh

12 – twelve 12th – twelfth



13 – thirteen 13th – thirteenth

1916-19th 14 – fourteen 14 – fourteenth

15 – fifteen 15th – fifteenth

collectionth 16 – sixteen 16 – sixteenth

Privateth 17 – seventeen 17 – seventeenth

Monet, 18 – eighteen 18th – eighteenth

udeth 19 – nineteen 19 – nineteenth **LÍNGUA**
INGLESA_{Cla}

I see less and less [...] I need to avoid lateral light, which 20 – twenty 20th – twentieth darkens my colors.
Nevertheless, I always paint at the 21 – twenty-one

21st – twenty-first

times of day most propitious for me, as long as my paintth 30 – thirty 30 – thirtieth tubes and brushes are not mixed up [...] I will paint almost blind, as Beethoven composed completely deaf. 32 – thirty-two 32nd – thirty-second

Monet to the journalist Marcel Pays. January 1921. 40 – forty 40th – fortieth

TUCKER, Paul Hayes. *Monet in the 20th Century*. 43 – forty-three 43rd – forty-third

50 – fifty 50th – fiftieth

03. No trecho anterior, Monet faz uma referência a Beethoven 54 – fifty-four 54th – fifty-fourth

a fim de ilustrar 60 – sixty 60th – sixtieth

A) a comparação entre sua pintura cega e a músicath 65 – sixty-five 65 – sixty-fifth incompreensível do compositor.

B) a analogia entre a sua cegueira e a surdez do 70 – seventy 70th – seventieth

compositor. 76 – seventy-six 76th – seventy-sixth

C) a dicotomia entre as cores escurecidas na pintura e 80 – eighty 80th – eightieth

a surdez do compositor.th 87 – eighty-seven 87 – eighty-seventh

D) o contraste entre a prepotência do pintor e a audáciath 90 – ninety 90 – ninetieth do compositor.

E) a contradição entre a sua desorganização e a diligência **98 – ninety-eight** **98th – ninety-eighth**

do compositor. **100 – one hundred** **100th – one hundredth**

04. A expressão *as long as*, na fala de Monet, refere-se a arte

um(a) de

A) contraste. Editoria

Mathematical symbols

B) concessão.

C) condição. + plus X times D) ressalva. – minus ÷ divided by E) hipótese. = equals

Editora Bernoulli **11 Frente A Módulo 01**

01. solve: Consolidation II

A) Thirty-three minus seventeen = _____

B) Fifty-seven plus twenty-four = _____ 01. Perestroita = viagem, passeio

C) Nine times nine = _____ Cosque = sol

Cogar = comer, almoçar, jantar

D) Sixty-four divided by four = _____

Bilosco
=
amigo

E) Ninety-two minus eleven = _____ Noctel = hotel F)
One hundred divided by twenty = _____ Ramar = lembrar G)
Seventy plus twenty-eight = _____ Muy = minha, meus

H) Eight times seven = _____ Casceras = inveja,
vontade

Traperas = estradas

GLOSSARY Nabada = esposa, namorada Hala = praia

• Clever = inteligente, esperto Palataio = restaurante • Concert =
apresentação musical Perestroitamos = viajamos, passeamos • It's half
past nine = São nove e meia Babusca = piscina

Craticula
=
mãe



Cornelos = colegas

Ronelos
=
lugares

Pea
=
por

02. 3. if first-language speakers are compared
4. for the amount of web content in English
2. these percentages and the increasing use of English as a lingua franca in other spheres, English web content may continue to dominate
1. for researchers and professionals to publish in
- xc English s

- 6. regardless of country of origin Lawyer = advogado

Proposed Exercises

ANSWER KEY 01. E 02. A

Consolidation I Text I

01. A) is / isn't / was / wasn't 01. C 02. A 03. A

B) am / am not / was / wasn't

C) are / aren't Text II D) are / aren't / were / weren't

01. D 02. E 03. C 04. A

E) are / aren't

02. A) They aren't / They are not Text III

B) We weren't / We were not

C) She wasn't / She was not 01. B 02. B

D) Both brothers aren't / are
not Text IV E) Lucy isn't / is not

F) He and she weren't / were not 01. C 03. B 05. C 07. D 03. A) Are
you single? 02. B 04. E 06. B 08. A

B) Are they Brazilian? Enem
Exercises C) Are you students?

D) Were you at home last night? 01. B 02. A 03. B 04. C

E) Were they at college in the morning? Having
Fun

F) Was she angry with her boyfriend?

04. A) It D) There G) There 01. A) Sixteen E) Eighty-one

B) There E) It H) There B) Eighty-one F) Five C) It F) It C) Eighty-one
G) Ninety-eight

05. E D) Sixteen H) Fifty-six

12 Coleção Estudo

LÍNGUA INGLESA MÓDULO FRENTE
02 A Nouns and Genitive Case

NOUNS – GENERAL OVERVIEW

Neighbor – (vizinho / vizinha)

Reader – (leitor / leitora)

Substantivos são palavras que se referem a pessoas, coisas ou ideias abstratas. *Singer* – (cantor / cantora)

Em inglês, há vários tipos de substantivos, tais como: *Student* – (aluno / aluna)

- *common nouns* (comuns): *ball, horse, cheese, Teacher* – (professor / professora)

water;

Writer – (escritor / escritora)

- *proper nouns* (próprios): *Brazil, Robert, Tommy*

Hilfiger, Paris; • Porém, existem substantivos que possuem forma

diferenciada para o feminino, acrescentando-se o

- *countable nouns* (contáveis): *ball, horse, pen,*

sufixo -
ess:

computer;

- *uncountable nouns* (incontáveis): *cheese, water,*

masculino Feminino

love, money;

actor (ator)* actress (atriz)

• *collective nouns* (coletivos): *audience, school, bunch,*

author (autor)* authoress (autora)

crew;

baron (barão) baroness (baronesa)

• *compound nouns* (compostos): *toothbrush,*

count (conde) countess (condessa)

blackboard, underground, full moon;

god (deus) goddess (deusa)

• *gerunds* (gerúndios): *walking, collecting, traveling,* heir (herdeiro) heiress (herdeira)

shopping.

host (anfitrião) hostess (anfitriã)

Gender

murderer (assassino) murderess (assassina)

priest (sacerdote) priestess (sacerdotisa)

• prince (príncipe) princess (princesa) Os substantivos em inglês podem possuir a mesma

forma, tanto para o masculino quanto para o feminino. poet (poeta) poetess (poetisa) steward

(comissário) stewardess (comissária)

tiger (tigre) tigress (tigresa)

Exemplos:

waiter (garçom) waitress (garçonete)

Dancer – (dançarino / dançarina)

* *Actor* e *Author* também servem, respectivamente,
para

Doctor – (doutor / doutora) atriz e autora.



Child – (criança)



Enemy – (inimigo / inimiga)



Engineer – (engenheiro / engenheira)

Friend – (amigo / amiga)

Guest – (convidado / convidada) sxc

Lawyer – (advogado / advogada) *Dancers Waiter Waitress*

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• Usando-se palavras diferentes: **Singular and Plural Forms**

masculino Feminino Regra geral: Forma-se plural, na maioria dos substantivos

bachelor (solteiro) spinster (solteira) em inglês, acrescentando “s” ao singular.

boy (garoto) girl (garota) **Exemplos:** bridegroom (noivo) bride (noiva)

*Actor –
actors*

brother (irmão) sister (irmã)

bull (touro) *Chair – chairs* cow (vaca)

cock (galo) hen (galinha) *Coat – coats*

dog (cachorro) bitch (cadela) *Eye – eyes*

father (pai) mother (mãe) *Meeting – meetings*

friar (frade) *Notebook – notebooks* *Chairs* nun (freira) fox
(raposa macho) _{sxc} vixen (raposa fêmea)

*Piano -
Pianos*

hero (herói) heroine (heroína)

horse (cavalo) mare (égua) • **Substantivos
terminados em -ch, -o, -sh, -ss,**

king (rei) queen (rainha) **-x e -z, acrescenta-se -es.**

man (homem) woman (mulher)

nephew (sobrinho) **Exemplos:** niece (sobrinha)

sir (senhor) lady (senhora)

*Watch
–
watches*

son (filho) daughter (filha)

uncle (tio) *Tomato* – *tomatoes* aunt (tia)

wizard (bruxo) witch (bruxa) *Brush* – *brushes*

• *Kiss* – *kisses*_{sxc} Nos substantivos compostos, substitui-se o elemento

masculino que contém a ideia de gênero: *Watches* *Box* – *boxes*

masculino Feminino

• **Substantivos terminados em -y precedidos de**

boyfriend (namorado) **girlfriend** (namorada) **vogal, acrescenta-se -s.**

grandfather (avô) **grandmother** (avó) **Exemplos:**

grandson (neto) **granddaughter** (neta)

father-in-law (sogro) **mother-in-law** (sogra)

brother-in-law (cunhado) **sister-in-law** (cunhada)

son-in-law (genro) **daughter-in-law** (nora)

Toy – *toys*

Ashtray – *ashtrays*



SXC



Toys



- Substantivos terminados em -y precedidos de



consoante: elimina-se -y, coloca-se -i em seu lugar e, em seguida, acrescenta-se o sufixo -es.

Exemplos:

country

–

countries

^{sxc} *dictionary* –
dictionaries

14 Coleção Estudo

Nouns and Genitive Case

- **Alguns substantivos terminados em -f ou -fe B)** Os substantivos com final -is (grego) fazem o

fazem o plural com -ves. plural substituindo-se essa terminação por -es.

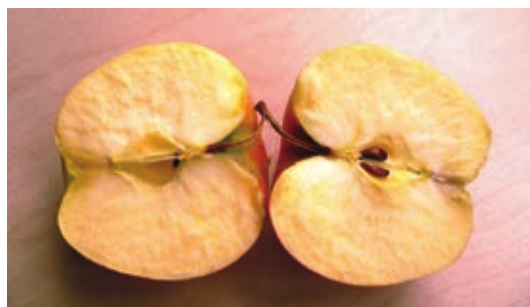
Exemplos: Exemplos:

Life – lives Elf – elves Basis – bases Shelf – shelves Half – halves Crisis – crises Knife – knives Calf – calves Analysis – analyses Thief – thieves Leaf – leaves

Wife – wives Hypothesis – hypotheses Loaf – loaves

Wolf – wolves Exceção: Self – selves

Metropolis – metropolises



C) Os substantivos com o final -um (latino) fazem o plural substituindo-se essa terminação por -a.

Exemplos:

Bacterium – bacteria

Curriculum – curricula

sxc *Erratum – errata*

Halves Medium – media

Exceções:

• **Outros substantivos terminados em -f e -fe fazem** *Album – albums* **o plural com “s”, seguindo a regra geral.** *Forum – forums* **Exemplos:**

Chief – chiefs Museum – museums

Handkerchief – handkerchiefs **D) Os substantivos com o final -us (latino) fazem** *Roof – roofs* **o plural substituindo-se essa terminação por -i.**

Exceções: Exemplos: • Substantivos *hoof* (casco), *scarf* (cachecol) **e** *Bacillus – bacilli*

• **Letras, siglas, numerais e abreviaturas fazem** **Exceções: o plural com ‘s (às vezes apenas com “s”).** **LÍNGUA INGLESA** *wharf* (cais) **fazem plural com -s ou -ves.** *Fungus – fungi*

Bus – buses

Exemplos:

In the 70’s (Nos anos 70) *Bonus – bonuses* *Three CD’s*
Chorus – choruses



• **Plural irregular:** *Circus – circuses*

Exemplos: *Virus – viruses Child – children*

Die – dice • **Alguns substantivos possuem a mesma forma**

para o singular e para o plural.

Foot – feet

Goose – geese **Exemplos:** *Louse – lice Sheep (ovelha, ovelhas)*

Man – men Deer (veado, veados)

Mouse – mice Fish (peixe, peixes) Ox – oxen

Tooth – teeth

^{sxc} *Fruit (fruta, frutas)*

Woman – women Means (meio, meios) Dice

• *Species (espécie, espécies)* **Plural de origem grega e latina:**

a) Os substantivos com final -on (grego) fazem o



plural substituindo-se essa terminação por -a.

Exemplos:

Criterion – criteria

Phenomenon – phenomena

Exceções:

Demon – demons

Electron – electrons

Neutron – neutrons sxc

Proton – protons *Fruit*

● Os substantivos que indicam objetos, *Money* instrumentos e vestimentas que consistem em

Music

duas partes, ou seja, formam-se aos pares, são sempre usados no plural. *News*

Rain

Exemplos:

Salt

Binoculars



Sugar

Glasses

Time

Pajamas

Water sxc

Pants

Work Money

Pliers

Scales

CHECK
IT
OUT

Scissors sxc

Em certas ocasiões, palavras que geralmente

Trousers *Binoculars* têm função de substantivo podem funcionar

como adjetivos. Isso acontece quando um

OBSERVAÇÃO substantivo é usado para definir outro

● substantivo. O substantivo *news* (notícia) e outros terminados

em -ics (*politics, physics, etc.*), apesar de parecerem

Exemplos: estar no plural, fazem a concordância no singular.

– *I love eating **cheese pizza!***

● Os substantivos coletivos *cattle* (gado) e *police* ADJ. SUBS.

(polícia) são usados com o verbo no plural. – ***Dog food** has become more* xcs

ADJ.
SUBS.

● O substantivo *people*, que pode ser traduzido por *and more expensive lately*.

“povo” ou “pessoas”, é usado geralmente com o verbo no plural.

● Os substantivos *fish* e *fruit* também possuem,

GENITIVE CASE

respectivamente, o plural *fishes* e *fruits*; porém, essas formas são menos usadas.

É uma forma da língua inglesa usada para indicar posse.

O *genitive case* é apresentado pelo **apóstrofo + s ('s)**

ou apenas pelo **apóstrofo (')**. Em alguns casos, ele é

● **Uncountable nouns:**

apresentado
pela
preposição
of.

Advice

Baggage **Regra geral**

Bread • Possuidor com 's + coisa possuída

Butter **Exemplo:**

—
Mark's
car

Cheese

Coffee **Singular** *Equipment*

SXC • Substantivos comuns, mesmo terminados em -s,

Experience recebem 's. *Bread*

Exemplos:

Fear



– *The teacher's notebook*



Furniture – *The boss's office*



Hair / hairs • Substantivos próprios não terminados em
-s



recebem
's.

Information

Exemplos:

Luck

Coffee Milk – John’s flat

16 Coleção Estudo



Nouns and Genitive Case

- Substantivos próprios terminados em -s podem

CONSOLIDATION

receber 's ou somente apóstrofo (').

Exemplos:

– **01. WRiTE** sentences using the Genitive Case. *James's secret* ou *James' secret* A) The books of the students. – *Louis's sister* ou *Louis' sister* _____

- Substantivos próprios terminados em -s recebem B) The house of Mary.

somente o apóstrofo (') se forem nome histórico ou

clássico.

C) The dogs of Paul and Kevin.

Exemplos: _____

– *Jesus' love* D) The car of Steven and Sophia.

– *Hercules' power* _____

E) The toys of the children.

Plural _____ F) The lecture of Moses. •

Substantivos que possuem plural regular, ou seja,
_____ terminado em -s, recebem
apenas apóstrofo (').

G) The bedroom of my mother.

Exemplos:

– *The boys' cars* H) The apartments of my father. – *The parents' approval* _____

• I) The food of the cats. Substantivos que tenham plural
irregular, ou seja,
não terminado em -s, recebem 's.

Exemplos: J) The rug of the bedroom.

– *The women's cars*

PROPOSED EXERCISES

Outros casos

- Coloca-se 's no último possuidor se há dois ou mais

01. (ITA-SP) Quanto às frases:

possuidores para o mesmo item possuído. I. Peter's house is different from Wilson.

Exemplo: II. The children's uncles were present.

– *John and Mark's house* III. The girl's dolls are expensive.

- Coloca-se 's em todos os possuidores se cada um A) a I está errada.

possuir sua própria coisa.

B) a I e a III estão corretas.

Exemplo:

C) a I está correta.

– *Lucy's and John's houses*

D) todas estão corretas.

- Coloca-se 's para indicar local de moradia ou trabalho. E) todas estão erradas.

Exemplos: 02. (PUC Minas) Qual destas frases está **CORRETA**?

– *He was at Bruno's.*

A) My father's mother is my niece.

– *She went to the doctor's.* B) My father's mother is my aunt.

• Coloca-se 's em expressões de tempo. C) My father's mother is my grandmother.

Exemplos: D) My father's mother is my great-grandmother.

– *Today's program* E) My father's mother is my sister. – *Tomorrow's class*

• **03.** (UEMA) Is this your car? No, it's not. It's _____. Para indicar posse de objetos inanimados, normalmente

não se usa o *genitive case*, usa-se a preposição *of*. A) John's. D) of the John.

Exemplo: B) of John's E) John.

– *The edge of the bed* C) the John's

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04. (URCA-CE) Assinale a alternativa em que todas as formas **01.** **Ever since** (lines 05) means

estão **CORRETaS**. A) after a while. C) in many periods.

A) Boxes, echoes, surveys, wives. B) from then on. D) during some time. B) Wolfs, handkerchiefs, pianos, selfs.

C) Men, salesmen, halves, dice. **02.** **Prior to** (line 08) means

D) Calfs, pence, wharfs, dynamos. A) before. C) despite.

E) Libraries, houses, stomachs, flys. B) besides. D) concerning.

05. (Mackenzie-SP) Escolha a alternativa que contém **03. Diseased** (line 26) means exclusivamente palavras no singular. A) determined. C) operated. A) News, phenomenon, ox. D) Foot, lice, knife. B) depicted. D) injured. B) Foxes, church, business. E) Wives, wolves, child.

C) Mice, tooth, mouth. **04.** The word it (line 21) refers to

A) a
colour-
coded
screen.

TEXT I B) the density of the tissue. C) a three-dimensional image.

PUC Minas D) an advanced X-ray system

X-rays were discovered by Wilhem Röntgen in **05.**
X-rays received this name because

1895. They were called X-rays because at first their nature A) nobody knew exactly what they were. was not understood. Although it was soon discovered B) this was the name chosen by Röntgen. that they were electromagnetic waves, like radio waves,

05 the term X-ray has been used ever since. C) it was common to use letters for that.

Soon after their discovery, X-rays were being D) they were electromagnetic waves. used by doctors to assist them in their diagnosis, especially

of broken bones and dental cavities. Prior to this,

doctors **06.** Before the discovery of the X-ray, doctors had been hampered by their inability to see inside the

A) couldn't treat dental cavities properly.

10 body without operating.

X-rays easily pass through skin and flesh B) were unable to make any diagnosis.

but are reflected by denser material such as bone. The C) had to operate to see inside the body.

reflected rays can be depicted on a photographic plate D) used radio waves in broken bones. and bone fractures and other problems can be seen.

15 In the early 1970s, an advanced X-ray system **07.** What makes X-rays effective is the

known as a CAT was introduced. When a CAT machine

A) absence of risk of the operation.

is used the patient is completely surrounded by the

machine, which transmits a signal to a computer. B) resistance of the skin and flesh. A three-dimensional image, colour-coded according C) purity of the photographic plate.

20 to the density of the tissue, is then projected onto D) density of the bone material.

a screen where it can be interpreted by doctors.

The image reveals the size and shape of a diseased

08. Before using a PET machine, the patient has to

area. A PET machine produces images on a computer A) take an injection to protect his body. screen by recording the gamma rays from a radioactive

B) have energy beamed through his body.

25 chemical which has been injected into the patient's

body, and is not absorbed by any part which is diseased. C) receive a radioactive chemical in his body.

If it is thought undesirable to subject the patient to D) test the use of gamma rays in his body.

radiation, an NMR machine can be used. This machine

09. An NMR machine is used when uses magnets to beam energy through the body.

30 The electrical signals produced are analysed by A) the chemical is not absorbed.

computer and a picture is produced on a screen. There B) radiation is not tolerated.

is yet another form of scanner, known as ultrasound, C) gamma rays are not recorded. commonly used to check the development of babies

before they are born. It uses sound waves which D) energy is not beamed.

35 are reflected in such a way as to build up a picture

10. The central idea of the text concerns the

on a screen. These pictures can be printed out as

A) evolution of the X-ray since its discovery.

photographs, making it possible to have a photo of

one's baby before it is born. B) process of ultrasound without an X-ray.

MORRIS, S., STANTON, A. *The Nelson First Certificate Workbook*. C) reasons for choosing the name "X-ray".

London: Nelson English Language Teaching, 1993, p. 26 - Adapted. D) methods developed apart from an X-ray.

18 Coleção Estudo

Nouns and Genitive Case

TEXT II TEXT III

UFU-MG UFF-RJ-2009

are we spending enough on aids? The flowering of human consciousness



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Earth, 114 million years ago, one morning just
after sunrise: the first flower ever to appear on the

planet opens up to receive the rays of the sun. Prior to this momentous event that heralds an evolutionary transformation in the life of plants, the planet had already been covered in vegetation for millions of years. The first flower probably did not survive for long, and flowers

Figures in billions of dollars must have remained rare and isolated phenomena,

“We’re dying not only because of Aids but because of since conditions were most likely not yet favorable for

government neglect,” activists charged on “Donahue” last 10 a widespread flowering to occur. One day, however, a

February. In fact, the government’s response to the Aids critical threshold was reached, and suddenly there would

outbreak is unprecedented. Since 1981, when the disease have been an explosion of color and scent all over the

LÍNGUA INGLESA

was first identified, federal funding for Aids research and planet. Later, this first recognition of beauty was one of

prevention has totaled more than \$ 4.7 billion. That’s more the most significant events in the evolution of human

than for any single disease, including cancer, and more 15 consciousness. than for heart disease, stroke, hypertension and diabetes The achievements of humanity are impressive and

combined – though those afflictions claim about 35 times as undeniable. We have created sublime works of music,

little on Aids; others say too much. Examine the figures for recently, science and technology have brought about Public Health Service

funding above and decide for yourself 20 radical changes in the way we live and have enabled us many U.S. lives as Aids. Some still say we're spending too literature, painting, architecture, and sculpture. More

if the government is ignoring this dread disease.

to do and create things that would have been considered

01. miraculous even two hundred years ago. No doubt the

De acordo com o texto,

human mind is highly intelligent. Yet its very intelligence

A) o governo americano subestima a extensão do is tainted by madness. Science and technology have

problema da Aids. 25 magnified the destructive impact that the dysfunction of

B) os ativistas negligenciam o cuidado com a Aids. the human mind has upon the planet, other life forms,

C) o governo americano já gastou mais de US\$ 4,7 and upon humans themselves. That is why the history

bilhões na luta contra a Aids. of the twentieth century is where that dysfunction,

D) os ativistas reclamam que o governo americano that collective insanity, can be most clearly recognized.

investe mais em pesquisas contra o câncer. 30 A further factor is that this dysfunction is actually

E) há consenso entre as pessoas no que se refere aos intensifying and accelerating.

gastos com a Aids. We only need to watch the daily news on television

02. to realize that the madness has not abated, that is

Com relação ao texto, pode-se dizer que continuing into the twenty-first century. Another aspect

A) as afirmações contidas no gráfico contradizem o 35 of the collective dysfunction of the human mind is the

texto. unprecedented violence that humans are inflicting on

B) a Aids é responsável por mais mortes do que o other life forms and the planet itself – the destruction of

câncer. oxygen-producing forests and other plant and animal life;

C) o investimento em pesquisas na luta contra a Aids foi ill-treatment of animals in factory farms; and poisoning

reduzido. 40 of rivers, oceans, and air. Driven by greed, ignorant of

D) os gastos no combate às doenças são proporcionais. their connectedness to the whole, humans persist in

E) as outras doenças mencionadas causam mais mortes behavior that, if continued unchecked, can only result

que a Aids. in their own destruction.

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When faced with a radical crisis, when the old way of

03. The text discusses the collective dysfunction of the

45 being in the world, of interacting with each other and human mind. It gives as examples the destruction of

with the realm of nature doesn't work anymore, when oxygen-producing forests and other plant and animal life;

survival is threatened by seemingly insurmountable ill-treatment of animals in factory farms; and poisoning of rivers, oceans and air. The reason for this behavior is problems, an individual life form – or a species – will A) lack of choice and insurmountable problems. either die or become extinct or rise above the limitations

50 of its condition through an evolutionary leap. B) explosion of color and scent.

Responding to this radical crisis that threatens our C) planet's survival and evolution of species. very survival is humanity's challenge now. A significant D) isolated phenomena. portion of the earth's population will soon recognize, if E) human's greed and ignorance. they haven't already done so, that humanity is now faced

55 with a stark choice: evolve or die. **04.** In the text, the role of science and technology in the

achievements of humanity is viewed as one of contrast.

Adapted from Eckhart Tolle, *A New Earth: Awakening to your* Mark the option that **BEST** characterizes such a role.

life's purpose. A) Miraculous and destructive.

B)
Radical
and
extinct.

glossary:

C) Impressive and sublime.

momentous: significativo

D) Evolutionary and intensifying.

heralds: anuncia E) Undeniable and isolated. widespread: vasto

threshold: limiar **05.** In the fourth paragraph, the repetition of the connective

when
indicates

tainted: corrompido A) denial. C) doubt. E) reason.

abated: enfraquecido B) emphasis. D) comparison. insurmountable: insuperável

06. In the extracts below, the words with ‘ing’ are all verbs,

stark: difficil **ExCEPT**

A) “humans are inflicting on other life forms” (lines 36-37).

01. The text blames man’s lack of commitment toward the B) “this dysfunction is actually intensifying” (lines 30-31).

environment for the eventual destruction of human life

C) “sublime works of music, literature, painting,

on Earth. Mark the option that **BEST** conveys this idea. architecture and sculpture” (lines 17-18).

A) “Earth, 114 million years ago, one morning just after D) “the old way of being in the world” (lines 44-45).

sunrise: the first flower ever to appear on the planet E)
“responding to this radical crisis” (line 51). opens up [...]” (lines 1-3).

07. Observe this extract from the text: “The achievements of

B) “[...] this first recognition of beauty was one of the humanity are impressive and undeniable”. (lines 16-17) More

most significant events in the evolution of human recently,
however, there has been a radical change in the

consciousness.” (lines 13-15). way humanity behaves toward the
evolution of the planet.

Mark the option which **BEST** characterizes this attitude.

C) “[...] humans persist in behavior that, if continued

unchecked, can only result in their own destruction.” A) Science
and technology. (lines 41-43). B) Human consciousness.

C)
Individual
life form.

D) “The achievements of humanity are impressive and undeniable.” (lines 16-17). D) Evolutionary leap.

E)
Collective
insanity.

E) “[...] humanity is now faced with a stark choice [...]”

(lines 54-55). **08.** Choose the item which signals, in the second paragraph,

a change of opinion concerning human intelligence.

02. The first paragraph considers one aspect of “The flowering A) even C) no doubt E) other

of human consciousness”. Mark the option which reflects

B) more recently D) yet

such an aspect.

A) Transformation in the life of plants. **09.** In the last paragraph, the text discusses the challenge

humanity has to face to overcome its radical crisis. Such

B) Science and technology.

challenge can be understood as a

C) Collective insanity. A) prophecy. D) denial.

D) Recognition of beauty. B) query. E) promise.

E) Widespread flowering. C) justification.

20 Coleção Estudo

Nouns and Genitive Case

TEXT IV ENEM EXERCISES

PUCPR–2010 Texto para as questões 01 a 03

Child laptop scheme held back by Polio sufferer wins training shortage in Peru \$22.5 million lawsuit

Zoraida Portillo

A man from Staten Island, New York, has won a lawsuit July 20th 2010 after he contracted polio 30 years ago from his daughter's A lack of teachers trained to implement the

oral vaccination. Dominick Tenuto, 61, won \$22.5 million One Laptop per Child (OLPC) scheme is holding back its

from Lederle Laboratories who manufactured "Orimune", progress in Peru, according to a survey. So far, more than

a polio vaccine that was given to Tenuto's 5-month-old one million laptops — each worth US\$100 — have been

daughter, Diana, in May 1979. distributed under the OLPC programme to encourage

The following month, Tenuto, who was a supervisor children's learning in the developing world, with the

for a Wall Street securities firm, contracted polio and lost Peruvian government buying its first computers in 2007.

the use of his legs. He claimed that the vaccine, which Last month, 30,000 laptops were given to

contained a live virus, passed through his daughter's children in Lima, Peru's capital, and 230,000 more will be

body and she excreted it. As a result, he is now in a distributed in the second half of 2010 across the country,

wheelchair. taking the total up to 500,000, authorities said. But

After the ruling, Tenuto said: “I’ve got some measure many teachers have not been trained to design learning

of relief that the truth finally was told in an open court of environments using the computers, said Carlos David

law.” He said of the money that, “it doesn’t change the Laura of Peru’s Economic and Social Research Consortium

way I live my life. It’s still going to be hard.” (CIES), an association of universities and research centres.

Tenuto had also tried to sue the state of the late Peru’s Ministry of Education has provided only five hours

paediatrician Dr. Leroy Schwartz, but only Lederle was of training to some teachers, and many of the schools in

held liable. Lederle is planning to appeal. the programme are in remote, rural villages, making it

Available at: <http://www.qi.com/news>, September, 2009. impossible for untrained teachers to ask for help.

One positive side in Peru, according to Laura’s

01. study, is that students showed a greater willingness to The reason for Dominick Tenuto to sue Lederle Laboratories explore and learn, and were absent from school less

was often. But achievement has provided only five hours of

LÍNGUA INGLESA

A) he got polio from a vaccine the lab manufactured. training to some teachers — students’ grades were the

B) his daughter got polio after vaccination. same as before the programme started, and the level of

knowledge was still below the national average.

C) he already had polio and after the vaccine his daughter

contracted it. Laura told *SciDev.Net* that authorities and

D) his daughter already had polio and after the vaccine sustainability before moving into the next phase. Oscar researchers need to evaluate OLPC and plan for its

he contracted it. Becerra, director-general of educational technologies at

E) the vaccine was not efficient for his daughter. Peru's Ministry of Education, told *SciDev.Net* that the

lack of teacher training is indeed one of the main factors

02. In the text, the paragraph: "After the ruling, Tenuto said: limiting OLPC's rollout "because it can't be resolved in the

'I've got some measure of relief that the truth finally was short term". Becerra said that the ministry's OLPC training

told in an open court of law.' He said of the money that, programme should be a priority for teachers because the

'it doesn't change the way I live my life. It's still going to children have the laptops with them at all times. be hard.'" means: He added that the first official assessment of

A) Tenuto's life will improve after he receives the OLPC in Peru is scheduled for the end of this year.

money. Available at: <http://www.scidev.net/en/news/child->

B) The fact that the truth came out in an open court does laptopscheme-held-back-by-training-shortage-in-peru.html.

not pay for the hard life he has been living due to his (adapted). Accessed: August 12th, 2010.

physical conditions.

C) The result of the ruling has made Tenuto feel

better, **01.** According to the previous text, the One Laptop per

but his life is still going to be difficult. Child (OLPC) programme in Peru is not being effective

D) The ruling results will not change his life at all. because E) Tenuto believes the results will change the lives of A) not all the children have Internet at home.

other people with the same problems. B) there aren't enough trained teachers to work with the

new
reality.

03. C) not all teachers have a laptop and Internet at In the sentence "Tenuto had also tried to sue the state of home. the late paediatrician Dr. Leroy Schwartz [...]" the word D) there aren't enough wireless Internet connections for *late* stands for laptops in the country. A) not on time. C) former. E) last. E) the schools haven't had enough time to distribute the

B) old fashioned. D) deceased. laptops for the teachers.

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02. • Pliers = alicate As indicated by Carlos David Laura, the positive aspect

of the OLPC programme is that • Scales = balança A) students were absent from school less often. • School = cardume (coletivo de peixes)

• Scissors
=
tesoura

B) children can easily communicate with the school at
anytime.

C) students' grades are rising due to the Internet

connectivity.

D) teachers from the rural areas now have access to the Internet.

E) students don't need to go so often to school.

03. After reading the text, we can state about the programme's sxc official assessment that

A) it will be scheduled when all children receive their • Self = si mesmo • Shelf = prateleira laptops. • Thief = ladrão B) it is not going to run until the teachers' training • Tooth = dente starts. • Trousers = calça C) it has been running since 2007.

D) it started on the first semester of 2010.

E) it is scheduled for the end of 2010. **ANSWER KEY**

GLOSSARY Consolidation

• Audience = público, expectadores

01. A) The students' books.

• Ashtray = cinzeiro

B)
Mary's
house.

• Bacteria = bactérias

C) Paul and Kevin's dogs.

• Bacterium = bactéria

D) Steven and Sophia's car.

• Baggage = bagagem

E) The children's toys.

• Bunch = cacho; penca

F)
Moses'
lecture.

• Calf = bezerro

G) My mother's bedroom.

• Chair = cadeira

H) My father's apartments.

• Chief = chefe

• I) The cats' food. Crew = grupo de trabalhadores; tripulação

• J) The rug of the bedroom. Die = dado

• Elf = elfo Proposed Exercises.

Erratum = errata

• Eye = olho

01. A 02. C 03. A 04. A 05. A

• Fear = medo

• Furniture = mobília Text I • Glasses =
óculos

• Goose = ganso



Text II



01. C
02. E

SXC Text III

- Hair = fio de cabelo; pelo 01. C 03. E 05. B 07. E 09. A
- Half = metade 02. D 04. A 06. C 08. D • Handkerchief = lenço

- Knife = faca Text IV • Leaf = folha (de planta)

• Loaf = bisnaga de pão 01. A 02. C 03. D • Louse = piolho

• Notebook = caderno Enem
Exercises • Ox = boi

• Pajamas = pijama 01. B 02. A 03. E • Pants = calça

22 Coleção Estudo

LÍNGUA INGLESA MÓDULO FRENTE

03 A Articles

ARTICLES

Artigos são palavras que precedem aos substantivos para • O artigo definido é também usado antes de

determiná-los ou indeterminá-los. Como em português, substantivos quando se sabe que só existe um único

há dois tipos de artigos em inglês: *definite* (definidos) e tipo desse substantivo.

indefinite (indefinidos). O artigo **definido** *the* (o, a, os, as), **Exemplos:** de modo geral, indica seres determinados, conhecidos da

– *The*
rain

pessoa que fala ou escreve. Os artigos **indefinidos** *a/*
an

(um, uma) indicam os seres de modo vago, impreciso.
– *The sun*

Definite article – the – *The world*

– *The*
Earth

O artigo definido *the* pode ser usado tanto no singular

• Entretanto, se você quiser descrever uma instância

quanto no plural. Ele corresponde a **o**, **a**, **os** e **as** em particular de um desses substantivos, deve-se usar

português. *a* ou *an*.

Exemplos: Exemplos:

– *The cell phone my father gave me is awesome! – I could hear the rain. It was a cold rain.*

– – *What are your expectations for the future? Did you shut the doors before leaving?*

I guess I have a promising future ahead of me.

Usos de “the” • Antes de nomes de mares, rios, grupos de ilhas,

classes de pessoas, cadeias de montanhas, nomes

- Antes de superlativos

de países no plural, desertos, regiões e instrumentos

Exemplos: musicais.

– **Exemplos:** *Some people say Monday is **the** worst day of*

the week. – **The** Atlantic – **The** guitar

– *The Dark Knight was **the** most successful movie* – **The** Alps – **The** United States

last year.

– **The** Azores – **The** French Riviera

• Para se referir a pontos geográficos do globo. – **The** Sahara – **The** City of Miami

Exemplos: – **The** Amazon – **The** poor

– **The** Equator – **The** Netherlands

– **The** North Pole

Indefinite articles – a/ an

• Quando o objeto ao qual o artigo se refere já tiver A e *an* referem-se a algo não conhecido, especificamente sido mencionado. para a pessoa com a qual se está falando. Esses artigos

são usados antes de substantivos que introduzem

Exemplos:

coisa ou pessoa que não haviam sido mencionadas antes.

– Os artigos indefinidos da língua inglesa correspondem a **um** *Tracy has got two children: a girl and a boy.*

The girl's nine and the boy's five. e **uma** em português.
Sendo assim, é importante ressaltar

que **não há artigos indefinidos com forma de plural.**

– *A thief broke into our property yesterday.* O que ocorre é simplesmente a **ausência de artigo** quando

*We still don't know who **the** thief is.* na frase
houver referência a mais de um objeto.

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Exemplos: Não se usa artigo



- Antes de substantivos quando se fala em termos gerais.

Exemplos:

^{sxc} – *Inflation is rising.*

– *I'm starving! I just ate **an** apple in the morning.* – *People are worried.*

– • Ao se falar sobre esportes. *I watched **a** very good movie last weekend.*

– *I needed **Ø** mangoes to prepare the dessert.* **Exemplos:**

Ø = no article – *My brother plays soccer.*

CHECK IT OUT – *Tennis is very good.* **C**

Sons consonantais e sons • Antes de substantivos incontáveis quando se fala

vocálicos sobre os mesmos.

palavras como: *State, Kingdom, Republic, Union,*

iniciadas por vogais, possuem um som inicial

United.

que é realizado como um som consonantal. Do

mesmo modo, há também certas palavras que,
Exemplos: apesar de iniciadas por consoantes, seu som

– *The Republic of Brazil*

inicial é de vogal.

Compare: – *The United Nation*

• mas não
se usa em:

Sons consonantais Sons vocálicos

a hat (fala-se “rét”) *an honest man* (fala-se – *Italy*
“onest”)

a hospital (fala-se *an hour* (fala-se – *Brazil*
“róspital”) “auar”)

a university (fala-se *an umbrella* (fala-se – *Germany*
“yuniversity”) “ambrella”)

an underground pas-
OBSERVAÇÃO

a uniform (fala-se

sage (fala-se

“yuniform”)

“anderground”) – *The Netherlands*

a European country an elephant (fala-se

(fala-se “yuropean”) “elephant”) • Não se usa
artigos antes de adjetivos possessivos ou *a B* (fala-
se “bi”) *an F* (fala-se “ef”) adjetivos
demonstrativos.

Outros exemplos: Exemplos:

• Grupo do “yu”: – *These papers are hers.*

unanimous, unique, universal, – My teacher is

there.

unicorn, *ewe* e outras palavras.

- Não se usa artigos antes de estações do ano, feriados
- A palavra *one* antecedeida por artigo e dias da semana.

indefinido:

Exemplo:

– *He has got **a** one-hundred dollar bill.*

– *I take English classes on Tuesdays.*

24 Coleção Estudo

Articles

CONSOLIDATION 03. (ITA-SP) Dadas as sentenças:

I. The Browns were here yesterday.

01. II. He is an university student. (UFMG / 2ª etapa) **Fill in** the blanks with the appropriate

article: **an**, **a**, **the**, or **Ø** (zero article). III. I want an information from you.

Constatamos que está(ão) **CORRETa(S)**:

(The first sentence has been done for you as an example.)

A) Apenas a I. D) Apenas a I e a II.

Silent movies

B) Apenas a II. E) Todas as sentenças.



C)
Apenas a
III.

04. (Milton Campos-MG) Supply the article, if necessary.

_____ reality is different from _____ theory.

Don't worry about _____ coming years, says
_____ our Minister of Industry and Commerce.

Would that be _____ unique point of view?

A) * / the / * / * / a.

B) The / the / the / the / an.

C) * / * / the / * / a.

Throughout time, Ø films have gained a charm but they D) A / * / * /
the / an.

have also lost something. Talk to 1. _____ people who saw E) The / a /
the / the / a. 2. _____ silent film for 3. _____ first time, and they will

tell you 4.____ experience was magic. 5.____ silent **05.**
(ITA-SP) i more it rains, ii worse iii roads will be.

film, with 6.____ music, had extraordinary powers to i
ii iii draw 7.____ audience into 8.____ story, and 9.____

A) A the the

equally potent capacity to make their imagination work.

B) The the the

They had to supply the voices and the sound effects, and

LÍNGUA INGLESA

C) * * *

because their minds were engaged, they appreciated

D) * the the

10.____ experience all the more.

E) A * *

BROWNLOW, Kevin. *Hollywood, The pioneers.*

London: Collins, 1979. (Adapted). **06.** (ITA-SP) I next
went to buy i packet of cigarettes.

I don't smoke myself, but my wife does and she likes ii

PROPOSED EXERCISES most expensive one
available; iii older she gets iv

more demanding she becomes.

i ii iii iv

01. (UFES) Be careful with _____ dog. It is ____ B) * the an a A) *
* an a

very fierce one.

C) a the * *

A) a / a D) the a an a

B) the / the E) a the the the

C) the / x

07. (ITA-SP) A alternativa que **CORRETA** preenche

D) a / x os espaços de **i**, **ii** e **iii**, na frase a seguir, é:

E) the / a We know that **i** mankind is facing a lot of social

problems.

02. (UFPI) _____ University course is _____ usual I think that **ii** my
sister wants to go to **iii** university

requirement. in Europe.

A) a / the **i ii iii**

B) the / an A) * * a

B) * an *

C) a / an

C) The * a

D) an / an

D) The the an

E) an / the E) The the the

08. Once upon (1 - a) time there was (2 - a) carpenter who (ITA-SP)
The pianist I told you about lives in i one-story

building on Main Street. Although she isn't ii professional had so
much work to do (3) he decided he needed (4)

musician, she plays iii piano extremely well. assistant. He put (5)
advertisement in the newspaper and

i ii iii (6) someone came to apply for (7) job. The carpenter was

A) an a the surprised and disappointed (8) a strange, weak-looking

B) * a * man named Nasrudin appeared at the door. C) a a the

At first, the carpenter didn't want to hire Nasrudin (9)

D) an * *

he didn't look strong. However, (10) no one had answered

E) the * *

the ad, the carpenter (11) said: "Ok, I'll give you (12)

09. chance. Do you see the forest over there? Take my ax and (ITA-
SP) Not many people read _____ poetry, but

quite _____ few read _____ novels. chop as much as you can." At dusk,
Nasrudin returned

A) * - a - * and the carpenter asked:

B) the - * - * "How many trees have you chopped down?" C) a - a - *

"All trees in (13) forest", Nasrudin replied.

D) * - * - *

Shocked, the carpenter ran to (14) window and looked

E) a - the - the

out. There were no trees left standing in the hillside.

10. (ITA-SP) When he was **i** librarian in Africa he had **ii** Nasrudin had chopped down (15) entire forest. The

higher salary than he has now as **iii** teacher in this astonished carpenter asked Nasrudin: country.

“Where did you learn to chop lumber?”

i ii iii

A) * * * “In the Sahara desert”, Nasrudin answered.

B) a * the “That’s ridiculous”, laughed the carpenter. “There aren’t

C) the * the any trees in the Sahara Desert”.

D) a a a Very calmly, Nasrudin replied: E) the the the

“There aren’t any (16); there were many (17) I was there!”

TEXT I 1. ____a____

UFMG 2. ____a____

3.

4.

instruction: The story below tells us about a carpenter and his assistant. Some of the words have been omitted. Fill in the 5.

blanks with the correct missing words. (The first two are done 6.
_____ for you.)

7.

**The man who cut all the trees in the
Sahara Desert 8. _____**

9.



10.

11.

12.

13.

14.

15.

16.

26 Coleção Estudo

Articles

TEXT II 05. In Dr. Joyce's view, the woman

A) could hide the problem from the children.

UFMG B) may keep her three children out of it all.

attracted to a younger man C) might avoid involving her three children.

D) must ask for her children's permission.

Joyce Brothers, Ph.D.

E) should think about her children's opinion.

I am a 42-year-old mother of three, and I've been

divorced for five years. The few men I've dated have **06.**

According to Dr. Joyce, the woman should worry about *been older than I, as my ex-husband is. Lately, though*, all the following points, **EXCEPT** *I find myself very attracted to younger men – including*

A) her children's reaction to the relationship.

one who is just 27. Is this normal?

B) how long the positive aspects would last.

I don't think this new attraction is unusual, and it

certainly isn't abnormal. But I would advise you to think C) the things she could offer to her partner. carefully before you act on it. Consider

how others - D) the subjects they are both interested in.

particularly your children – might view your involvement E) what the younger man expects from her. with a younger man. Also think about what you can bring

to such a relationship, and what you want out of it.

Are **07**. Dr. Joyce's answer could be summarized as the rewards realistic and long-term? Do you think you

A) avoid young boyfriends.

can communicate with a much younger man and share

common interests? If the answers to these questions are B) find an older husband. no, you probably should put this out of your mind. On C) listen to your heart. the other hand, if the mix is right, a relationship with a

D) mix up your feelings.

much younger person can reignite spiritual, intellectual,

and physical fires. By following your feelings, you may E) think about your past. find an exciting and rewarding experience.

Good Housekeeping / Aug. 1992 **TEXT III**

01. LÍNGUA INGLESA The woman is worried because she

A) has been divorced for 5 years.

UFMG B) has found an attractive fiancé.

Love among the laundry

C) has never dated an older man.

When Sally found a man's striped sock curled among her

D) is older than the men she likes.

clothes at the launderette she returned it to the tall dark

E) is younger than her ex-husband. young man with a shy smile. They met there every week

02. When the letter was written the woman's ex-husband was wedding presents had been a washing machine. for several months, then were seen no more. One of their

A) 27. C) In his 30s. Molly Burnett B) 42. D) Over 42.

01. "Love among the laundry" is the story of

03. All the statements below are true, **EXCEPT** A) a couple who met for the first time at a launderette.

A) The woman has got three children altogether.

B) a man and a woman who had lost their dirty socks.

B) The woman got married to a 27-year-old man.

C) a woman and her husband trying to wash their

C) The woman has dated some other older men. clothes.

D) The woman's ex-husband is still alive. D) people who go to launderettes only to make a date.

E) The woman is younger than her ex-husband. E) two people who wanted to buy a new washing

machine.

04. The advice given to the woman is to think carefully about

the situation **02.** Sally met the tall dark young man when she was

A) although the doctor does not consider it abnormal. A) buying a

present.

B) because normal people would not do such a thing. B) doing her ironing.

C) if the woman wants to get married in the future. C) drying her socks.

D) in spite of the support of the woman's children. D) getting married.

E) so that the woman could avoid getting married. E) washing her clothes.

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03. The word “it” in “[...]she returned it to the tall dark young

TEXT V

man[...]” (line 2-3) refers to

PUCPR–2010 A) a smile. D) the laundry.

B) a sock. E) the machine. **Chocolate increases survival** C) the launderette. **rates after heart attack**

04. If they had not got married they probably would have who had been hospitalized for a first heart attack. The Scientists followed 1,169 nondiabetic men and women

A) changed their dirty clothes. patients had a health examination three months after their

B) lost their socks forever. discharge from the hospital, and researchers followed

C) rented a washing machine. them for the next eight years. After controlling for age,

sex, obesity, physical inactivity, smoking, education and

D) returned to the launderette.

E) sold their striped socks. consumed, the more likely they were to survive. other factors, they found that the more chocolate people

TEXT IV While the chocolate eaters in the study had a

statistically insignificant reduction in the risk of death from

Fatec-SP–2009 any cause over the eight-year span, the reduced risk for

dying of heart disease was highly significant. And it was

dose-dependent — that is, the more chocolate consumed,

Update: bad blood the lower the risk for death.

It “doesn’t look like something you’d want dripping into Compared with people who ate none, those who had

your veins,” wrote Wil McCarthy in the August 2002 issue chocolate less than once a month had a 27 percent

of *Wired*. At the time, he had no way of knowing just how reduction in their risk for cardiac death, those who ate it

right he was about Hemopure, the artificial blood that up to once a week had a 44 percent reduction and those

05 seemed so promising. It was universally compatible who indulged twice or more a week had a 66 percent

and had a three-year shelf life (unrefrigerated). But reduced risk of dying from a subsequent heart event. The

a recent meta-analysis of trials on several substitutes beneficial effect remained after controlling for intake of

– including Hemopure – contains some gory results. other kinds of sweets. Turns out, the fake bloods scavenge nitric oxide, The co-author of the paper, Dr. Mukamal, said that data

10 causing vasoconstriction; patients who get them are 2.7 from other studies suggests that chocolate lowers blood

times more likely to have a heart attack and 30 percent pressure and this might be a cause of the lower cardiac

more likely to die. A Journal of the American Medical mortality found in the study. Association editorial has called for a halt to trials.

Adapted from <http://www.nytimes.com>, September, 2009.

KATHARINE GAMMON

Wired, Aug/08 **01**. According to the text, it is **TRuE** to say that:

01. “Hemopure” é um tipo de sangue artificial que A) The study was in progress for three months after

A) tem vida útil de três anos, quando devidamente patients’ first heart attack.

refrigerado. B) People who ate less chocolate had better results.

B) pode ser utilizado em qualquer pessoa, sem restrições C) The consumption of chocolate also reduced the risk

de idade. of death from other causes.

C) tem vida útil indefinida, quando devidamente D) The consumption of chocolate is beneficial for diabetic

refrigerado. patients.

D) está sendo utilizado por hospitais, com algumas E) The consumption of chocolate after a heart attack

reservas. enhances the chance of survival.

E) tem vida útil de três anos e atende a todos os tipos

02. According to the results of the study, which alternatives
sanguíneos.

are
TRuE:

02. Os pacientes que utilizam “Hemopure” podem I. The more
chocolate you eat, the less chances you

apresentar have of having a heart problem. A) ausência de problemas
cardíacos. II. It is also important to control other health factors,

such as weight and smoking.

B) uma recuperação demorada. III. Chocolate is beneficial for people’s
blood pressure

C) sintomas de vasoconstrição. reduction. D) baixos índices da
substância “óxido nítrico”. IV. The study showed changes in other
causes of death

other than heart attacks.

E) uma recuperação mais rápida.

A) I, II
and III.

03. B) I and IV. Na linha 08 do texto, a palavra “gory” pode ser
substituída

por C) II and III. A) *scary*. C) *terrific*. E) *interesting*. D) All of the
alternatives are true. B) *efficient*. D) *promising*. E) None of the
alternatives are true.

03. Text ii In paragraph three of the text *Chocolate Increases*

beneficial effect remained after controlling for intake of The world's
splendor has been enriched by a new *Survival Rates After Heart Attack*,
the sentence "The

other kinds of sweets" means: beauty, the beauty of speed [...] a
roaring motor car,

A) People continue having beneficial effects independent hurtling like
a machine gun, is more beautiful than the

of eating other sweets. *Winged Victory of Samothrace*.

B) People who added other kinds of sweets to their diets MARINETTI,
Filippo Tommaso. *Manifesto of Futurism*, 1909.

felt terrible.

C) People who eat chocolate feel like eating other

kinds **01**. After reading texts I and II, we can note that Marinetti,

of sweets more often. author of the *Manifesto of Futurism*, makes
reference to

D) People must control the amount of other sweets they the *Winged
Victory's* beauty. In this way, it is possible

eat to continue having beneficial effects. to state that, through the
comparison, the *Manifesto*

E) People who added other kinds of sweets to their diets intended to

felt even more benefits.

A) analyse the capacity of recomposition of a Greek
statue.

ENEM EXERCISES B) support the modern parameter of praising Gods. C) diminish Greek sculptures considering their

Textos para as questões **01** compelling. a **02**

D) criticise Greek sculptures which praised gods and

Text i victory in battles.

Winged Victory of Samothrace E) implement a new parameter of beauty, the beauty of

speed.



02. A expressão *as well as*, no texto I, refere-se a uma

A)
condição.

B) consequência. **LÍNGUA INGLESA**

C)
adição.

D)
conclusão.

E)
adversidade.

HAVING FUN

“The hair of the dog (that bit you)”

Museu do Louvre, Circa 190 a.C.

Nike of Samothrace, discovered in 1863, is estimated to have been created around 190 BC. It was created to not only honor the goddess, Nike, but to honor a sea battle. It conveys a sense of action and triumph **as well as** portraying artful flowing drapery through its features which the Greeks considered ideal beauty. The work is notable for its convincing rendering of a pose where violent motion and sudden stillness meet, for its graceful balance and for the rendering of the figure's draped

Editoria de arte

garments, depicted as if rippling in a strong sea breeze,

This comes from the ancient belief that if you
which is considered especially compelling.

were bitten by a dog, the best way to prevent

Available at: [http://en.wikipedia.org/wiki/Winged_Victory_](http://en.wikipedia.org/wiki/Winged_Victory_infection)
infection was to place a hair of the dog that bit

of_Samothrace. (adapted). Accessed: August 26th, 2010. you on
the wound.

Editora Bernoulli 29 Frente A Módulo 03

GLOSSARY Text I

- Awesome = impressionante, espetacular 01. a
- Break into (phrasal verb) = invadir (break into – broke 02. a
into – broken into)

03.
that

- Dessert = sobremesa

04. an

- Ewe = ovelha

05. an



06.
then

07. the

08.
when

09.
because

10. as
(because)

11. just
(finally)

12. a

13. the

14. the

sxc 15. the

- Promising = promissor 16. now
- Property = propriedade 17. when

• Shut (verb) = fechar (shut – shut – shut) Text II • Starving = faminto; morrendo de fome

• *The Dark Knight* = *Batman – O Cavaleiro das Trevas* 01. D

• The worst = o pior 02. D

• Unique = único 03. B

04. A

05. E

ANSWER KEY 06. E 07. C

Consolidation Text III

01. 1. Ø 01. A 03. B

2. a 02. E 04. D

3. the Text IV 4. the

5. the

01. E

6. Ø

02. C

7. the

03. A

8. the

9. an Text V 10. the

01. E

Proposed Exercises 02. A

03. D

01. E 06. E Enem Exercises 02. A 07. A

03. A 08. C

01. E

04. C 09. A

02. C

05. B 10. D

30 Coleção Estudo

LÍNGUA INGLESA MÓDULO FRENTE

04 A Pronouns

Pronomes são palavras que utilizamos para substituir substantivos em frases a fim de evitar repetições desnecessárias do

mesmo termo. Podem ocupar diferentes posições nas frases, pois substituem nomes de diferentes categorias. Basicamente, os pronomes podem ser:

- *personal* (pessoais) – *subject* (quando exercem a função de sujeito) ou *object* (quando exercem a função de objeto);
- *possessive* (possessivos) – *possessive adjectives* ou *possessive pronouns*; • *reflexive* (reflexivos) e
- *demonstrative* (demonstrativos).

**pronouns Subject Possessive adjectives (PA) Object
pronouns Reflexive pronouns Possessive pronouns
(PP)**

**Reto Tradução Oblíquo Tradução Pa PP Tradução
Reflexivo Tradução**

I Me; mim; Meu(s); Eu mesmo; Eu Me My Mine Myself
comigo minha(s) a mim mesmo; me

You Te; ti; contigo; Você mesmo(a); Você You Your
Yours Seu; sua Yourself a você a você mesmo(a); se

He Ele mesmo; Ele Him Ele; lhe; o His His Seus; suas;
dele Himself a si mesmo; se

She Seu; seus; sua; Ela mesma; Ela Her Ela; lhe; a Her

Hers Herself suas; dele; dela a si mesma; se

It Ele; ela; Seu; seus; sua; Si mesmo; Ele, ela It Its Its
Itself lhe; o; a suas; dele; dela si mesma; se

We Nos; conosco; Nosso; Nós mesmos(as); Nós Us Our
Ours Ourselves a nós nossos a nós mesmos(as); nos

You Vos; convosco; Vocês mesmos(as); Vocês You
Your Yours Seus; suas Yourselves a vocês se

They Eles; elas; Eles(as) mesmos(as); Eles Them Their
Theirs Seus; suas Themselves lhes; os; as se

PERSONAL PRONOUNS

Os pronomes pessoais substituem substantivos próprios

1

e comuns em frases. Eles podem substituir tanto o
sujeito CHECK IT OUT

(*subject pronouns*) quanto o objeto (*object pronouns*) de
Como o pronome **you** serve tanto para o

uma frase.

singular, quanto para o plural, falantes da

Exemplos: língua inglesa comumente utilizam **you**
guys

– ***My mother is very funny. She loves to tell jokes.*** para
se referir a mais de uma pessoa. Dessa

(subject) forma, há uma diferenciação bastante clara

– ***Paul and I are going to get married soon. We love***
entre o uso de *you* singular e o de *you* plural.

each other very much. (subject)



– If you see **George**, please give this book to **him**.

Exemplos:



(object)



– I can't see **Patrick and Alice**. I'll look for **them**. –
Where have **you** been? (singular)



(object) – Where have **you guys** been? (plural) **They**
must be up to no good. (subject)



Editora Bernoulli **31 Frente A Módulo 04**



CONSOLIDATION I

CONSOLIDATION II

01. REWRITE the following sentences using subject pronouns **01.**
COMPLETE the following sentences with a possessive

and object pronouns. adjective or a possessive pronoun. The first one is given

1. **John** likes **Mary** very much. as an example.

_____ 1. John lost **his** pen. Will you please
lend him **yours**?

2. **you and i** are good friends. 2. I was on time for _____ class, but
Helen

_____ was late for _____. 3. **The**
children went home yesterday. 3. They have _____ methods of
travel, and we

_____ have _____. 4. **Suzy and you**
danced with **the girls**. 4. We naturally prefer _____ methods, and
they

naturally prefer _____.

5. I found _____ notebook, but John couldn't

5. lisa told John and me to go with her family.

fi nd
_____.

6. They think that _____ home is the prettiest
on the block, and I think _____ is.

POSSESSIVE ADJECTIVES AND 7. I

left _____ pen at home, may I borrow _____ for a moment?

POSSESSIVE PRONOUNS 8. He drives to

work in _____ car, and she drives to work in _____.

Os adjetivos possessivos têm função de adjetivo, pois

9. Tell William not to forget to bring _____ tennis

modifi cam o substantivo colocado depois deles. Para
isso, racket, and don't forget to bring _____.

é sempre necessária a presença do substantivo. 10. They
swim in _____ pool, and we swim in

Não há variação em número; usamos os mesmos
pronomes _____.

para o singular e para o plural. Veja os exemplos a
seguir.

Exemplos: DEMONSTRATIVE ADJECTIVES

– *Your friends are great!* AND
DEMONSTRATIVE – *Your car isn't parked here.*

– *His clothes are ironed.* PRONOUNS – *His brother is 12.*



– *Her books were lent to John.* This - That (singular)
– *Her job is hard.* These - Those (plural)

Pronomes possessivos não exigem a presença do *This* - este, esta

substantivo. Na verdade, eles o substituem. Além disso,

a utilização de um pronome possessivo com um substantivo *These* - estes, estas

constituiria um erro gramatical. *That* - aquele, aquela

Exemplos: *Those* - aqueles, aquelas

– *This book is **mine book**.* = errado **Exemplos:**

*This book is **mine**.* = correto – ***This** is a car and **that** is a truck.*

– *This is my book. Where's **yours**?* = correto – ***These** are my friends and **those** are Sara's.*

– *That house is **his** house.* = errado

*That house is **his**.* = correto

CONSOLIDATION III

– *That is my house. **Yours** is over there.* = correto

Os pronomes possessivos podem ser usados com a preposição *of*. **01. COMpLETE** with *this, that, these* or *those*:

Exemplos: 1. _____ here is a contract.

2. _____ men over there are working.

– *He is a friend **of mine**.*

3. _____ are mine. _____ are yours,

– *Let's see **this book of yours**.* on that table.

32 Coleção Estudo

Pronouns

REFLEXIVE PRONOUNS 03. (PUC Minas)

The poet _____ was seen trying out combination of lights.

Utilizamos os pronomes reflexivos quando o sujeito da
A) myself D) oneself

ação verbal e o objeto da oração são os mesmos. B)
itself E) yourself

C)
himself

Reflexive pronouns

myself itself **04.** (UFES) The women decided to do all the work by
_____.

yourself ourselves

A) herself D) themselves

himself yourselves

B) ourselves E) himself

herself themselves C) myself

Exemplos: 05. (UFSC) **Ethics** means the study of right and
wrong.

– Now, choose the **CORRECT** form which is a substitute *The man
shot **himself**.*

for the boldface word.

– *She burned **herself**.*

A) Their D) They

Podemos também usar os *reflexive pronouns* para dar

B) She E) It

ênfase à pessoa ou à coisa mencionada na frase.

C) Its

Exemplos:

– *I will do the work **myself**.* **06.** (F C M S C - S P) C o m p l e t e a s f r a s e s s e g u i n t e s – **CORRETA**mEnTE. *The car **itself** was undamaged.*

Whose are these shoes?

CONSOLIDATION IV They are _____ shoes.

They belong to _____.

They are _____.

A) his - he - him

01. B) yours - you - your **SUPPLY** the necessary reflexive pronoun:

LÍNGUA INGLESA

1. The girl hurt _____ when she fell. C) their - theirs - them 2. We protect _____ from the rain with an D) our - us - ours

umbrella. E) hers - she - her

3. The girl taught _____ to sew.

4. Both boys taught _____ to swim. **07.** (UFES) “Will you visit the Taylors’?”

5. We all enjoyed _____ at the concert last night. “Yes, we will visit _____ tomorrow.”

6. The children amuse _____ with the kitten. A) they D) theirs 7. The policeman cut _____ by accident.

B) these E) them

8. You will cut _____ with that knife if you are not careful. C) their

9. Did you enjoy _____ at the party last **08.** (PUC-SP) That is a funny little car. I wonder who _____ night?

_____ owner is.

10. I once cut _____ badly with the same knife.

A) yours D) your

B) its E) it

PROPOSED EXERCISES C) his

09. (PUC Minas) The vicar considered _____ an

01. (UFBA) She determined to make something of exemplary person.

_____. A) him D) hers

A) myself C) herself E) oneself B) she E) his

B) himself D) itself C) he

02. (UFV-MG) Mary got a new bike for _____ birthday,

and _____ brother got one too. **10.** (UFES) I need tickets. "I'll buy _____ now."

A) hers - his A) it D) they D) you - his

B) her - her E) hers - you B) their E) them

C) yours - her C) its

11. (PUC Minas) These books give accounts of travels which **01.** Dr. Atkins became famous in the 70's due to his

the authors _____ have made. A) efforts to cure hypertensive people. A) themselves D) yourself B) graduation at the famous Cornell University.

B) yourselves E) ourselves C) researches in health nutrition. C) myself D) studies in the field of heart diseases.

12. (FCMMG) My dear friends, you must not go on blaming **02.** In his late years Dr. Atkins received prizes from

_____ for things you have not done.

A) some well-known magazines.

A) yourself D) ourselves B) many famous universities. B) himself E) themselves C) New York City's mayor. C) yourselves D) the Wall Street Journal.

13. (Milton Campos-MG) Life for **them** is like wading through **03.** The word **as** in "[...] as it has been claimed [...]" (paragraph 1)

a fog most of the time. indicates The boldface word above can be replaced by all pronouns A) contrast. C) addition. below, **EXCEPT:** B) conclusion. D) reason. A) he D) you

B) me E) us **04.** Dr. Atkins died

C) her A) in 2003.

B) at an early age.

TEXT I C) in the 1970's. D) at the end of the 20th century.

PUC Minas–2006 05. The words **these allegations** in “His widow denied these

allegations [...]” (paragraph 2) refers to the facts described by

The atkins phenomenon A) Dr. Atkins’ book.

The inventor of the Atkins Diet, or “Nutritional B) a famous newspaper. Approach”, Robert C. Atkins, M.D, had the distinction of C) a medical report. being named by *PEOPLE* magazine as one of the world’s “25 D) New York City’s mayor. most intriguing people” at the end of the 20th century and of being chosen by *TIME* magazine as one of the “People

06. Dr. Atkins’ family states that he died from Who Mattered” in 2002. Sadly, he was to die the following A) being obese. C) a cardiac attack.

over on an icy New York street. His death is surrounded in B) a head injury. D) heart failure. year, at the age of 72, from a head injury after falling

controversy as it has been claimed by several

newspapers **07.** The word **however** in “Dr. Atkins had, however, admitted [...]” that the dietary guru was himself obese at the time.

(paragraph 3) conveys an idea of

city medical examiner in which it was stated that Dr. Atkins A) concession. C) cause. The *WALL STREET JOURNAL* even cited a report by the had previously suffered from heart attack, congestive B) conclusion. D) contrast. heart failure and hypertension. His widow denied these

allegations and even demanded an apology from New

York **08.** Before his death, Dr. Atkins had denied his heart problem City’s mayor, Michael Bloomberg, when he described her was

related to late husband as “fat”. A) his famous diet. C) a weak heart. One year before his death, Dr. Atkins had, however, B) poor health. D) hypertension. admitted that he had had a cardiac attack. In a statement

he maintained that this was on account of a viral heart

09. The fact that former president Clinton suffered a heart infection that was “in no way related to diet”. surgery was Obese or not, Dr. Atkins’ heart problems were not the A) unknown by the average public. best advertisement for his nutritional approach, nor was B) considered an unimportant matter. the fact that a famous Atkins convert, former president

C) not taken into consideration.

Clinton, recently underwent heart surgery. In spite of this

adverse publicity, the Atkins Approach remains immensely D) not good publicity for the diet.

popular in the United States. Atkins, a cardiologist

who **10.** Dr. Atkins’ diet is considered controversial because it graduated from Cornell University Medical School in 1955,

developed his controlled carbohydrate approach to weight A) controls carbohydrate. management in the early 1970s. In it, controversially, B) encourages natural fats. natural fats are encouraged. C) manages weight.

Speak Up, Jan., 2005 – Adapted. D) remains immensely popular.

34 Coleção Estudo

Pronouns

TEXT II 03. The word **its** (line 5) refers to

PUC Minas B) biochemistry.

Nutrition is the study of food eaten, and the use of this food C)
physiology.

in the body. It is a relatively new science which developed D) science.
from physiology and biochemistry. Indeed, it is so new

and so little accepted that even today many doctors do

04. The word **latter** (line 6) refers to

05 not recognize its importance in preventing and combating A)
studying illness.

disease. The latter is especially true: while many doctors

B) combating illness.

understand the importance of an appropriate diet in

preventing illness, relatively few of them believe that C) discovering
illness. large quantities of certain nutrients can be major factors D)
preventing illness.

10 in curing certain problems.

There are six main classes of nutrients: water, fats,
minerals, **05.** The word **one** (line 25) refers to

vitamins, proteins and carbohydrates. All are essential to the A) a
variety of functions. body in different ways. Water is the most
important and

B) fats in the body.

all cells contain it. A person will die much sooner without

15 water than without food. Fats should provide about 20% of C) a
source of energy.

the body's energy, but should not be consumed in excess. D) shortages of carbohydrates. Minerals are present in the body in very small amounts,

but they perform vital functions, such as building

teeth **06**. Many doctors do not recognize how important nutrition and bones and regulating the balance of water in the body. is because it

20 Vitamins do not provide energy, but they are used to help A) is a science that developed recently.

other processes.

B) has cured only a few simple problems.

Proteins can compensate for shortages of carbohydrates

or fats in the body when necessary. They perform C) evolved from physiology and biochemistry.

a variety of functions: they provide a source of D) prescribes excessive quantities of nutrients. **LÍNGUA INGLESA**

25 energy, although not such an immediate one as

carbohydrates, and are particularly important when the **07**. Tooth and bone formation depends directly on the

body is growing, recovering from damage, or suffering A) regulation of the balance of water. stress.

Carbohydrates are the primary source of energy, especially B) limit of the daily fat consumption.

30 in poorer countries, where they compose most of the diet, as C) performance of all vital functions.

they are relatively cheap and readily available, while proteins D) presence of minerals in the body. are much more expensive and difficult to produce. In

fact, certain plants, such as peas and beans, are rich sources **08.** Proteins are particularly important during childhood of protein. because

35 Today, not only vegetarians, but many economists and

A) shortage of fats is caused by them.

politicians suggest that we should take our proteins from

plants rather than animals. B) physical damage is associated with them.

C) bodily growth is connected to them.

Taylor, James et al. *Reading, Structure Strategy*, Teacher's

Guide 1 2. México: MacMillan, 1996-Adapted. D) stress cannot be treated without them.

09. What determines the presence of carbohydrates in the

01. Balance (line 19) means diet of poorer countries is mainly the

A) constant presence. A) influence of vegetarian habits.

B) lowest level. B) cost of production and availability.

C) excessive amount. C) absence of animal protein.

D) right proportion. D) shortage of peas and beans.

02. Readily available (line 31) means **10.** The central idea of the text concerns

A) poorly composed. A) functions and amounts of nutrients.

B) commonly used. B) our body and the food we eat.

C) easily obtained. C) carbohydrates and certain proteins.

D) richly balanced. D) disease and a vegetarian diet.

TEXT III 02. *Spider-Man 4* would have to go a little bit “darker” than its predecessors to accurately capture the Carnage story, [...].

UERJ–2010 (lines 25-27)

The preview writer’s opinion is that the upcoming movie

Spider-Man 4 (2011) - Preview should evoke the following sensation:

A) great
anger



B) deep
regret

C) violent
disgust

D)
intense
sadness

TEXT IV

PUCPR– 2010

Finding a scapegoat when epidemics strike

The swine flu outbreak of 2009 has been nowhere near
as virulent as the pandemics throughout history. However,

Divulgação as history has shown, someone gets the blame for the

If you're a serious Spider-Man fan, you've probably spread of
epidemics — at first Mexico, with attacks on

been wondering when the producers are finally going Mexicans in
other countries. to let Dylan Baker become the super-villain we've all
In May, a Mexican soccer player who said he was called

been waiting for. Yes, the one-armed college professor a “leper” by a
Chilean opponent spat on his tormentor. In

05 who appears in all three Spider-Man films (for about 90 June,
Argentines stoned Chilean buses, saying they were

seconds at a time) is the guy who eventually gets turned importing

disease. When Argentina's caseload soared,

into man-sized Lizard with a true hatred for Spider-Man. European countries warned their citizens against visiting it.

According to one source, not only will Baker finally

“When disease strikes and humans suffer,” said Dr.
become The Lizard in *Spider-Man 4*, but we'll also

Liise-anne Pirofski, an expert on the history of epidemics,
10 have to contend with a certain villain known as Carnage.

“the need to understand why is very powerful. And,
Director Sam Raimi who directed all the previous movies
unfortunately, identification of a scapegoat is sometimes
in the franchise will be back in the director's chair.

inevitable.”

There has been much speculation about who the

next villains might be. In previous interviews, director The most
visible aspect of blame, of course, is what

15 Raimi was secretive about the actors who would play the name a
disease gets. The World Health Organization has

role of The Sinister Six and Electro. Expect this to be a struggled to
avoid the names given the Spanish, Hong

closely guarded secret for a while to come. Kong and Asian flus,
instructing its representatives to shift

Apparently there's also talk of getting Black Cat into the from “swine
flu” to “H1N1” to “A (H1N1) S.O.I.V.” (the

Spider-Man 4 mix because, if a recordbreaking opening last four
initials stand for “swine-origin influenza virus”)

20 to, recently, “Pandemic (H1N1) 2009.” weekend tells you one
thing, it's that you can never have

too many villains in your Spidey sequels. Venom will Headline writers have rebelled, and ignored them. The

probably not be returning. Word has it that this character truth is that diseases are so complex that pointing blame

will have its own live-action movie title – screenwriters is useless, simply deflecting blame may be more efficient.

25 *Spider-Man 4* would have to go a little bit are already at work on this. Adapted from <http://www.nytimes.com/2009/09/01>, “darker” September, 2009. than its predecessors to accurately capture the Carnage

story, which focuses on a serial killer called Cletus

Kasady. Despite rumors about the next movie, it seems **01.** Which alternative **BEST** describes the general idea of the

that both Maguire and Kirstin Dunst, as his girlfriend text?

30 Mary Jane, will return. A) The swine flu is not as strong as other pandemics in

Spider-Man 4 Director: Sam Raimi U.S. Opening history.

Date: May 2011. B) When epidemics strike people must find its cause and

origin in order to understand it.

01. The text is a preview, that is, an anticipated review of C) The European countries were prejudiced against

an upcoming movie. The central issue discussed in this Argentina.

preview of *Spider-Man 4* is related to D) How the name of H1N1 has changed so far.

A) directing staff. C) villains selection. E) The headline writers insist on finding the scapegoats B) award indication. D) actors' performance. for the epidemics.

Pronouns

02. According to the text, in paragraph two the sentence **02.** The text reports a foundation which

“When Argentina’s caseload soared” means: A) manages international diabetes websites in developing

A) The number of cases of H1N1 patients in Argentina countries.

went up. B) focuses on people’s consciousness towards diabetes,

B) The virus was discovered in Argentina. especially in developing countries.

C) The virus was brought by Chileans to Argentina. C) promotes diabetes treatments for the population in

developing countries.

D) The number of cases of H1N1 patients in Argentina

D) rules the budgets of ongoing diabetes projects in got stable.

developing countries through the website.

E) The number of cases of H1N1 patients in Argentina

E) analyses the population of developing countries to went down.

create health policies on the website.

ENEM EXERCISES 03. It is possible to conclude that the funding of projects

aims to

A) improve the quality and the aspects of diabetes

Text for questions treatments. **01** to **06**

B) help people to extinguish diabetes in developing

World Diabetes Foundation Website countries.

www.worlddiabetesfoundation.org C) build economical capacity at
local, regional and global

levels.

The foundation's aim is to raise awareness of diabetes

worldwide, with a special emphasis on developing D) increase
people's awareness about health issues. countries. A key activity is
funding projects (142 so far) E) secure health treatment in non-
developing countries.

that raise awareness, improve education and build

capacity at local, regional and global levels. The website **04**. A
expressão *so far*, na frase a seguir, pode ser entendida

contains details of all ongoing projects, including details como

of the project budgets and individuals responsible for "A key activity
is funding projects (142 so far) that raise

**LÍNGUA
INGLESA**

running them, the expected impacts and results so far. awareness,
improve education and build capacity at local,

Importantly, the foundation prioritizes monitoring regional and global
levels." and evaluation of its projects to learn key lessons for A) "até o
momento". D) "em um futuro próximo".

the future and minimise the risk of project failure. B) "no máximo". E)
"no mínimo". As with any disease, and particularly those in
developing

C) “e assim por diante”.

countries, the health economics are important.

The website has a useful tool for calculating the

economic **05**. It is stated in the text that the World Diabetes cost of diabetes in a particular country that allows the Foundation user to change variables such as population, prevalence A) calculates the capacity of diabetes recovery. and so on. B) assesses the results of diabetes and its risk.

Available at: <http://www.scidev.net/en/latin-america-and-caribbean/links/nongovernmental-organisations/> C) communicates about the funding of diabetes

(adapted). projects.

Accessed: August 11 D) analyses the general aspects of health systems th, 2010.

worldwide.

01. E) informs about the lack of government commitment

After reading the text, we can state that it intends to towards diabetes.

A) entertain people as it raises awareness of diabetes

worldwide. **06**. The foundation's website has a tool to

A) develop important discussions for the struggle against

B) persuade people to control the budgets of health

the disease.

systems worldwide.

B) calculate the economic cost of diabetes in a particular

C) give information about the World Diabetes Foundation country.

Website. C) calculate health economics and policies in developing

countries.

D) convince people to fund projects of diabetes

D) develop social security on project risks in developing
treatments worldwide.

countries.

E) stimulate people's concerns about health systems and E) calculate
the risk of a health project failure in

policies worldwide. particular countries.

Editora Bernoulli **37 Frente A Módulo 04**

HAVING FUN ANSWER KEY

names of the coins Consolidation I

Há algo muito curioso na nomenclatura das moedas

americanas. Em vez de serem chamadas do valor que 01. he – her 04.
you – them representam – exemplo: um centavo, cinquenta centavos
02. we 05. she – us – them – elas recebem nomes próprios!

03.
they

Exemplos:

valor: *1 cent* – nome: ***penny*** Consolidation II

valor: *5 cents* – nome: ***nickel*** 02. my – hers 07. my – yours

valor: *10 cents* – nome: ***dime*** 03. their – ours 08. his – hers

valor: *25 cents* – nome: **quarter** 04. our – theirs 09. his – yours

valor: *50 cents* – nome: **half dollar** 05. my – his 10. their – ours Uma outra curiosidade é que o tamanho das moedas não 06. their – mine aumenta de acordo com o seu valor. As moedas de um

centavo e de cinco centavos, por exemplo, são maiores

Consolidation III do que a moeda de 10 centavos.

Veja:

01. This 02. Those 03. These – those



Consolidation IV

01. 1. herself 6. themselves

2. ourselves 7. himself

arte 3. herself 8. yourself / yourselves de

4. themselves 9. yourself / yourselves

Editoria 5. ourselves 10. myself

Proposed Exercises

GLOSSARY 01. C 04. D 07. E 10. E 13. A

02. B 05. E 08. B 11. A

- Be up to no good (phrasal verb) = fazer algo errado;

fazer travessura (be up to – was/were up to – been up to) 03. C
06. D 09. A 12. C

- Each other = um ao outro;

mutuamente Text I • Iron (verb) = passar a ferro
(iron – ironed – ironed)

- Joke = piada 01. C 03. D 05. C 07. D 09. D

- Lend (verb) = emprestar (lend – lent – lent) 02. A 04. A 06. B 08. A
10. B

- Look for (verb) = procurar (look
for – looked for – looked for) Text

II • Over there = lá

- Park (verb) = estacionar (park – parked – parked) 01. D 03. A 05. C
07. D 09. B

02. C 04. B 06. A 08. C 10. B



Text III

- 01. C
- 02. D

Text IV

- 01. B
- 02. A

Enem Exercises

SXC

01. C 03. D 05. C

- Shoot (verb) = atirar (shoot – shot – shot) 02. B 04. A 06. B •
- Undamaged = não danificado; ileso

38 Coleção Estudo

LIST OF REGULAR VERBS

INFINITIVE PAST TENSE PAST PARTICIPLE TRANSLATION
INFINITIVE PAST TENSE PAST PARTICIPLE TRANSLATION

a P to accuse accused accused acusar to permit permitted permitted
permitir to allow allowed allowed permitir to persuade persuaded
persuaded persuadir to annoy annoyed annoyed incomodar to place
placed placed colocar to appear appeared appeared aparecer to prefer
preferred preferred preferir to arrange arranged arranged arranjar to
prevent prevented prevented evitar, impedir to avoid avoided avoided
evitar to pronounce pronounced pronounced pronunciar **B Q** to beg
begged begged suplicar to quarrel quarreled quarreled discutir, brigar
to behave behaved behaved comportar-se **R** to believe believed
believed acreditar to raise raised raised levantar to belong belonged
belonged pertencer to refuse refused refused recusar to betray
betrayed betrayed trair to reply replied replied responder to borrow
borrowed borrowed pedir emprestado **S** to breathe breathed breathed
respirar to seem seemed seemed parecer to bury buried buried
enterrar to shout shouted shouted gritar **C** to struggle struggled
struggled esforçar-se to care cared cared importar-se to succeed
succeeded succeeded ter sucesso to claim claimed claimed reivindicar
T to complain complained complained reclamar to taste tasted tasted
provar (alimentos, bebidas) **D W** to defeat defeated defeated derrotar
to warn warned warned advertir to delay delayed delayed atrasar to
waste wasted wasted desperdiçar to deny denied denied negar to
wonder wondered wondered querer saber, imaginar to deserve
deserved deserved merecer to wreck wrecked wrecked colidir, chocar

to desire desired desired desejar

LIST OF IRREGULAR VERBS to

distinguish distinguished distinguished distinguir

to drop dropped dropped derrubar

INFINITIVE PAST TENSE PAST PARTICIPLE TRANSLATION

E

a

to encourage encouraged encouraged encorajar

to arise arose arisen surgir, erguer-se

to envy envied envied invejar

to awake awoke awoken despertar, acordar

to excuse excused excused desculpar

B

F

to be was, were been ser, estar

to fear feared feared temer

to bear bore born, borne suportar, dar à luz

to fetch fetched fetched ir buscar

to beat beat beaten bater, espancar

to fill filled filled encher

to become became become tornar-se

to fire fired fired despedir, disparar

to befall befell befallen acontecer

to frighten frightened frightened assustar

to beget begot begotten, begot procriar, gerar

h

to happen to begin began begun começar, iniciar happened happened acontecer

to hate to behold beheld beheld contemplar hated hated odiar

to help to bend bent bent curvar, dobrar helped helped ajudar

to hurry to bet bet bet apostar hurried hurried apressar-se i to bid bid

bid oferecer, concorrer

to inhabit to bind bound bound unir, encadernar inhabited inhabited
habitar

to insult to bite bit bitten morder, engolir a isca insulted insulted
insultar

J to bleed bled bled sangrar, ter hemorragia

to joke to blow blew blown (as)soprar, estourar joked joked brincar

to jugde to break broke broken quebrar, romper jugded jugded julgar

to jump to breed bred bred procriar, reproduzir jumped jumped pular

k to bring brought brought trazer to knock to broadcast broadcast
broadcast irradiar, transmitir knocked knocked bater

l to build built built construir, edificar to land landed landed aterrisar
to burst burst burst arrebentar, estourar to laugh laughed laughed rir
to buy bought bought comprar **m** **C** to marry married married casar-se
to cast cast cast arremessar, lançar to murder murdered murdered
matar to catch caught caught pegar, capturar **O** to choose chose
chosen escolher to obey obeyed obeyed obedecer to cling clung clung
aderir, segurar-se to omit omitted omitted omitir to come came come
vir to order ordered ordered ordenar, pedir to cost cost cost custar to
owe owed owed dever to creep crept crept rastejar, engatinhar to own
owned owned ter, possuir to cut cut cut cortar, reduzir

INFINITIVE PAST TENSE PAST PARTICIPLE TRANSLATION INFINITIVE PAST TENSE PAST PARTICIPLE TRANSLATION

D to ring rang rung tocar (campainha) to deal dealt dealt negociar, tratar to rise rose risen subir, erguer-se to dig dug dug cavar, cavoucar to run ran run correr, concorrer to do did done fazer S to draw drew drawn sacar, desenhá-lo to saw sawed sawn serrar to drink drank drunk beber to say said said dizer to drive drove driven dirigir, ir de carro to see saw seen ver, entender to dwell dwelt dwelt morar to seek sought sought procurar E to sell sold sold vender to eat ate eaten comer to send sent sent mandar, enviar F to set set set pôr, colocar, ajustar to fall fell fallen cair to shake shook shaken sacudir, tremer to feed fed fed alimentar, nutrir to shed shed shed derramar, deixar cair to feel felt felt sentir, sentir-se to shine shone shone brilhar, reluzir to fight fought fought lutar, batalhar to shoot shot shot atirar, alvejar to find found found achar, encontrar to show showed shown mostrar, exhibir to flee fled fled fugir, escapar to shrink shrank shrunk encolher, contrair to fling flung flung arremessar to shut shut shut fechar, cerrar to fly flew flown voar, pilotar to sing sang sung cantar to forbid forbade forbidden proibir to sink sank sunk afundar, submergir to forget forgot forgotten esquecer to sit sat sat sentar to forgive forgave forgiven perdoar to slay slew slain matar, assassinar to freeze froze frozen congelar, paralisar to sleep slept slept dormir g to slide slid slid deslizar, escorregar to get got gotten, got obter, conseguir to sling slung slung atirar, arremessar to give gave given dar, conceder to speak spoke spoken falar to go went gone ir to spend spent spent gastar, passar (tempo) to grind ground ground moer to spin spun spun girar, rodopiar to grow grew grown crescer, cultivar to spit spit, spat spit, spat cuspir h to spread spread spread espalhar, difundir to have had had ter, beber, comer to spring sprang sprung saltar, pular to hear heard heard ouvir, escutar to stand stood stood ficar de pé, aguentar to hide hid hidden, hid esconder to steal stole stolen roubar, furtar to hit hit hit bater, ferir to stick stuck stuck cravar, fincar, enfiar to hold held held segurar to sting stung stung picar c/ ferrão (inseto) to hurt hurt hurt machucar, ferir to stink stank stunk cheirar mal, feder k to strike struck struck golpear, bater to keep kept kept guardar, manter to string strung strung encordoar, amarrar to know knew known saber, conhecer to strive strove striven esforçar-se, lutar to knell knelt

knelt ajoelhar-se to swear swore sworn jurar, prometer **I** to sweep swept swept varrer to lay laid laid pôr (ovos) to swim swam swum nadar to lead led led liderar, guiar to swing swang, swung swung balançar, alternar to leave left left deixar, partir **T** to lend lent lent dar emprestado to take took taken tomar, pegar, aceitar to let let let deixar, alugar to teach taught taught ensinar, dar aula to lie lay lain deitar(-se) to tear tore torn rasgar, despedaçar to lose lost lost perder, extraviar to tell told told contar (uma história) **m** to think thought thought pensar to make made made fazer, fabricar to throw threw thrown atirar, arremessar to mean meant meant significar to tread trod trodden pisar, trilhar, seguir to meet met met encontrar, conhecer **u** **O** to undergo underwent undergone submeter-se a, suportar to overcome overcame overcome superar to understand understood understood entender, compreender to overtake overtook overtaken alcançar, surpreender to uphold upheld upheld sustentar, apoiar **P** to upset upset upset perturbar, preocupar to pay paid paid pagar **W** to put put put colocar, pôr to wear wore worn vestir, usar, desgastar **Q** to win won won vencer, ganhar to quit quit quit abandonar, largar de to wind wound wound enrolar, dar corda **R** to write wrote written escrever, redigir to read read read ler to weep wept wept chorar to ride rode ridden andar, cavalgar